

Rokeby Primary School

Anderson Avenue, Rugby, CV22 5PE

Inspection dates 12 March–30 April 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement, including that of disadvantaged pupils, requires improvement. Progress is not consistently good in some year groups, particularly in writing and mathematics.
- Teaching requires improvement because teachers do not always expect enough of the pupils in Key Stages 1 and 2.
- The most-able pupils do not reach the standards of which they are capable because in some year groups teachers set work that is too easy for them.
- Teachers do not always follow the school's marking policy or check that pupils act on the advice they are given.
- School leaders do not use information about pupils' progress well enough to enable them to set precisely targeted actions for improvement.
- School records relating to safeguarding are not all well organised.
- Governors are not fully aware of their responsibilities, including those related to safeguarding.

The school has the following strengths

- The school is showing signs of improvement. Leaders have eradicated the weakest teaching and pupils are making better progress than last year.
- Pupils behave well. They have good attitudes to learning.
- Pupils benefit from well-planned support for their spiritual, moral, social and cultural development. Key British values are emphasised well throughout the school.
- Children make good progress in the early years. Good teaching ensures they have well-developed skills, especially in reading.

Information about this inspection

- The inspectors observed learning in every year group, visiting 14 lessons. One lesson was jointly observed with a deputy headteacher.
- Pupils talked about their reading and the inspectors heard groups of children read.
- Meetings were held with pupils, the Chair of the Governing Body and other governors, staff and a local authority representative.
- The inspectors took account of the 41 responses to the online Parent View questionnaire, information from a recent parental survey provided by the school, and spoke with parents.
- Just prior to the inspection the school carried out a staff survey. The views expressed by 24 members of staff were considered.
- The inspectors observed the work of the school, looking at a range of documentation. This included an examination of work in pupils' books and a review of the school's child protection and safeguarding procedures.
- Two of Her Majesty's Inspectors visited the school for one day after the inspection to gather additional evidence.

Inspection team

Jeremy Bird, Lead inspector	Additional Inspector
Susan Heptinstall	Additional Inspector
Annetta Minard	Additional Inspector
Morag Kophamel	Her Majesty's Inspector
Heather Simpson	Her Majesty's Inspector

Full report

Information about this school

- Rokeby is similar in size to the average primary school.
- Children in the early years are taught in one part-time Nursery and one full-time Reception class.
- Three-quarters of the pupils are White British. Other pupils are mostly of 'Other White' background.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Recent staff changes include the appointment of two new deputy headteachers and two newly-qualified teachers.
- The school manages a before- and after-school childcare facility.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Prior to the publication of this inspection report, Her Majesty's Inspectors were made aware that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the setting in response to the allegations were considered alongside the other evidence available to inform inspectors' judgements.

What does the school need to do to improve further?

- Improve the quality of teaching, in writing and mathematics, and accelerate pupils' progress in Key Stages 1 and 2, by ensuring that teachers:
 - consistently set challenging work for all pupils, especially the most able
 - provide better support for disadvantaged pupils
 - use their marking to give pupils clear guidance on how to improve their work and check that pupils follow the advice given.
- Improve the effectiveness of leadership and management by ensuring that:
 - leaders and governors use information about pupils' achievement to pinpoint where actions need to be taken in order to improve teaching and achievement
 - leaders target effective actions to improve on those aspects of teaching where improvement is most needed
 - governors are given accurate information about how successful leaders' actions are in improving the school's performance
 - leaders and governors ensure that all records relating to safeguarding are complete and well-organised.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Pupils' progress through Key Stages 1 and 2 is not good. When analysing pupils' work over time, leaders have not ensured that teachers have set work that sufficiently challenges all pupils, and particularly the most able.
- The progress of disadvantaged pupils is not good enough. Prior to this academic year, the pupil premium funds had not been used effectively. School leaders have taken action to address the weak performance of disadvantaged pupils and have made effective use of the extra funds this year. New teachers have been appointed who provide additional support for this group of pupils. While the progress of this group of pupils is better and is now in line with their peers in school, it is still not rapid enough to narrow the gaps between their attainment and that of other school pupils by the time they leave Year 6.
- In recent years there has been too much weak teaching and there were inaccuracies in teachers' assessments of pupils' progress. This has led to pupils not making the progress they should over time. School leaders have now eradicated all inadequate teaching and ensured assessments are accurate. Inspectors' scrutiny of pupils' work shows many are now making better rates of progress overall, although, in some year groups, pupils are yet to make up the lost ground caused by the previously weak teaching they experienced.
- Leaders have not always used information about whether all pupils are progressing quickly enough in every year group when making judgements about teachers' effectiveness. However, the appointment of two deputy headteachers has refreshed the management team and, together with middle leaders, they are checking teaching quality in a more informed way. Their work is ensuring that teachers' performance is improving, as are rates of pupils' progress.
- Leaders have ensured that checks are made on staff prior to appointment but these are not always recorded carefully enough and evidence has not always been retained in line with the current requirements. The records kept by the school when concerns are raised about pupils' well-being or safety are not well organised. Leaders have ensured that staff have received suitable training and are clear about their responsibilities in keeping pupils safe. Leaders have made appropriate referrals to the local authority when they have been concerned about a child.
- Teachers, including those who are newly qualified, say they value the support and challenge they receive. Regular pupil progress meetings enable school leaders to better hold teachers to account. However, some teachers still do not follow the advice they are given, for example in using the agreed marking policy to help pupils make stronger progress.
- The local authority representative regularly visits the school, observes lessons and looks at children's work. This has helped support school leaders to address weaker teaching. The local authority has not ensured that leaders and governors fully understand their responsibilities with regard to safeguarding.
- Pupils' spiritual, moral, social and cultural development is at the heart of the school's work. In every year group pupils collaborate well in their learning, sharing ideas and opinions. Pupils understand right from wrong and learn from a curriculum which celebrates the difference and contribution of different cultures. As a result British values are promoted well and all groups feel valued in the school. The school does not tolerate discrimination and, despite weaknesses in its support for the most-able pupils, it tries hard to offer all pupils an equal opportunity to succeed. Consequently, pupils are well prepared for life in British society.
- Topics are carefully planned and taught so that they engage pupils' interest and motivate them in their learning. This has created a climate in which pupils behave well and are keen to learn.
- Leadership in the early years is effective. The leader uses information about children's performance to ensure that all children build upon what they already know and can do. All staff have clear roles and secure subject knowledge, which helps to enable all groups of children to make good progress from low starting points.

- The school has made effective use of the additional funding for physical education and sport. The teaching of physical education has improved, with specialist coaches employed to support staff in both their planning and their expertise. The school now offers a wider range of sporting clubs and many are oversubscribed. There are more opportunities for pupils to take part in competitions, for example rounders, cheerleading and athletics.
- **The governance of the school:**
 - Governors are not fully aware of all of their responsibilities, including those related to safeguarding. For example, they have not ensured that records of the checks made on staff prior to appointment are complete.
 - The governing body has recently been restructured and, as a result, governance is now more effective than previously. The Chair is clear about where the membership should be strengthened, such as by appointing new governors with specific skills, for example in the management of the school's finances.
 - Governors understand what performance data are telling them. They provide some challenge to the headteacher by asking questions about pupils' achievement and about what senior leaders are doing to raise standards. However, leaders' responses sometimes lack detail and this is not always questioned or followed up by governors. For example, senior leaders are not always precise about what they will do next to improve performance or what improved performance will actually look like.
 - Governors have a clear understanding of how well teachers are performing. They understand how teachers' performance is managed, how good teaching is rewarded and how weaker teaching is addressed through the use of pay awards. They are aware that inadequate teaching has been eradicated, but recognise that low standards at the end of Key Stage 2 are a result of weaknesses in teaching in the past.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils is good. Pupils typically display positive attitudes to learning and are interested in the topics teachers choose for them to study. Their good attitudes contribute well to their spiritual, moral, social and cultural development, with pupils regularly collaborating well in their learning. Pupils are tolerant of others and respectful of adults, not only in classrooms but also in their behaviour around school.
- Pupils work and play well together, and they exhibit a strong sense of right and wrong. On a few occasions pupils' play can become boisterous on the playground. However, when any actions lead to others being hurt, for example if a pupil is hit with a ball, pupils are quick to apologise and to check if the other pupil is all right.
- Mutual trust between pupils and staff is evident in all classrooms and in the before- and after-school clubs, with everyone's opinions given equal consideration. In Year 6 pupils are encouraged to express their views on how to solve mathematical problems, developing these further in the activities they work on. This helps pupils to develop a deeper understanding of the topics taught.
- The large majority of parents who spoke to inspectors said they are confident that their children are well looked after in school. They said that behaviour issues are addressed appropriately by teachers and leaders.
- Children in the early years quickly develop good behaviour and social skills. This is a result of the good routines teachers have established and the carefully planned and engaging activities they provide, which enable children to develop good attitudes to their learning and good collaborative skills.

Safety

- The school's work to keep pupils safe and secure requires improvement. The records kept when concerns are raised about a child's well-being and safety are disorganised. This means it is difficult to gain an overview of the sequence of events and the actions taken. Records do not always show when planned

actions have been completed.

- In the past, some groups of pupils, including those whose first language is other than English, have had high rates of persistent absence. School leaders have responded to this and have improved the support given to families, for example through the development of nurture groups. This is having a positive impact on attendance rates which are now close to the average for all schools nationally.
- The pupils who spoke to inspectors said that they feel safe in school. Pupils talk confidently about bullying, and know the different forms it can take and how it can be tackled if it should occur. Pupils trust staff and say they can talk to them about any concerns they may have, knowing they will be supported. The large majority of parents who spoke to inspectors agree that when bullying is reported, school staff deal with it effectively. There is rarely any need for a pupil to be excluded.
- Pupils know that their opinions are valued by staff. As a result they are happy to talk about any issues they might face, such as how to stay safe when using the internet. They show a secure understanding of e-safety matters by the confident way they can identify the things to watch out for when using computers and what they should do if they become concerned.

The quality of teaching

requires improvement

- Although teaching is improving, gaps in pupils' knowledge are still evident as a result of weaker teaching in the past. Teaching is now leading to pupils making better rates of progress, however this is not yet rapid enough to secure good outcomes by the time pupils leave the school, and therefore teaching requires improvement.
- Teachers do not always give pupils, in particular the most able, work that is sufficiently demanding. Pupils spend too little time working on more challenging tasks which would deepen their understanding.
- Teachers' marking of pupils' writing and mathematics work is inconsistent. In Years 2 to 5 teachers do not ensure that pupils learn from their mistakes. In Years 1 and 6, however, teachers identify where pupils can make improvements, state this clearly for pupils, provide time for pupils to address the issues, then follow this up to ensure pupils have applied their new understanding correctly.
- Adults who support disabled pupils and those who have special educational needs use good questioning to help these pupils develop a better understanding of the topics they are studying and to improve their skills. These and other pupils are also helped to gain essential personal and social skills which help them learn more effectively in their classrooms.
- The teaching of early reading is effective. Children in the Reception class and in Year 1 are taught phonics (letters and the sounds they make) well. In later years pupils apply these skills well in their reading.
- The teaching of writing is improving. However inconsistencies remain in marking and teachers do not always check that pupils have acted on the advice they have been given to avoid errors in the future.
- Teaching in mathematics is also improving. However, although teachers cover a good range of skills in lessons, in some classes teachers set problem-solving activities that are too easy and do not give pupils the opportunities to apply their skills to any great depth.
- Teaching assistants, including those who work in the early years, offer good support and challenge for the pupils they have responsibility for. They have good subject knowledge which helps them probe pupils' understanding well, and ask questions to make pupils think more deeply. This led to some effective poetry writing in Year 5.
- The quality of homework has improved. Staff have developed more effective homework tasks, which engage pupils' interest. The vast majority of pupils respond by completing their work on time.

The achievement of pupils **requires improvement**

- Children join the school in Nursery with skills that are below those typical for their age, particularly in communication and language and understanding the world. In recent years they made good progress in early years. Currently children are making even better progress and are on track to leave Reception with skills at least in line expectations for their ages. Progress has been more variable through Key Stages 1 and 2 over time and, as a result, pupils have frequently left Year 6 with below average attainment, particularly in writing. Therefore achievement requires improvement.
- Achievement in writing is not good enough, with higher attaining pupils in particular not reaching the standards they are capable of in either Key Stage 1 or 2. Pupils' progress in mathematics is improving. However, in both subjects progress is inconsistent between year groups.
- Pupils are now making up time lost from weaker progress in previous years and their achievement is improving. They still have some way to go before they will have made consistently good progress from their starting points on entry to the school.
- From the start of this year in Key Stages 1 and 2, pupils' work shows more examples of better progress. However, these rates of progress are not consistent in every year group. Pupils in Years 1 and 6 are currently making better progress in their writing and mathematics work than in other year groups. Rates of reading progress are stronger in all year groups.
- Disabled pupils and those who have special educational needs make expected progress relative to their starting points. Previously, the leadership of this group of pupils was disrupted due to staff absence and this resulted in less secure analysis of how well these pupils were progressing. This is now improving.
- Over the past year, the gap between disadvantaged pupils and their classmates has narrowed. However, in 2014, the Year 6 test results showed that disadvantaged pupils were a year behind their classmates in reading, writing and mathematics. When compared with other pupils nationally, the gaps were the same. Over time, disadvantaged pupils have generally made slower rates of progress to other pupils in the school. This year this has improved and they now make similar rates of progress.
- Teachers do not always set the most-able pupils work that is challenging enough and so they do not make the good progress of which they are capable. The quality of the tasks set varies too much between classes. This leads to this group making slower progress across the school as a whole than they should. When teachers do set harder work for this group, pupils relish the challenge, displaying excellent attitudes to learning.
- Pupils' standards in reading have improved over recent years with pupils leaving Year 6 last year with results in line with the national average. Pupils develop secure early reading skills and this enables them to develop fluency in their reading.

The early years provision **is good**

- Children make good progress in the early years. All groups make good progress, including disabled children and those who have special educational needs and the most able. The early years benefits from good leadership and management. The leader of the early years has analysed data on children's progress more accurately than leaders in other years and so has improved teaching more quickly.
- Teaching in the early years is good. Parents are very positive about the support they get from adults in the early years setting. They talk about how they value the partnership with the school, attending school-led sessions like 'chatter matters'. Teachers listen to the views of parents and children and use this to plan and teach activities which motivate the children. As a result children fully engage in the activities and make good progress in all areas of learning.
- Effective provision for children's spiritual, moral, social and cultural development is evident in both the Nursery and Reception classrooms. All staff ensure good relationships are formed with all the children. As

a result, children behave well and know how to stay safe, both indoors and outside.

- Despite good progress made through the Reception Year, children have not always reached a good level of development in all aspects of their learning. This year, children of all abilities are on track to attain a good level of development and so be well prepared for Year 1.

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

Unique reference number	135309
Local authority	Warwickshire
Inspection number	456298

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	273
Appropriate authority	The governing body
Chair	Cath Sykes
Headteacher	Alison Stringer
Date of previous school inspection	23 November 2011
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