

Inspection of Rokeby Primary School

Anderson Avenue, Rugby, Warwickshire CV22 5PE

Inspection dates: 21 and 22 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are flourishing in this inclusive school. Pupils enjoy learning and feel safe in school. Relationships between staff and pupils are very positive. Staff know the pupils well and care for them. Typical comments from parents show that they appreciate this is a school that is supportive towards families and one where every child matters.

Pupils are calm around school. They behave well in lessons and in their play at breacktimes and lunchtimes. Staff respond to bullying incidents and deal with them swiftly. Pupils are very polite and welcoming to visitors.

Leaders and governors are aspirational for pupils. The changes the school has made to the curriculum are leading to improvements in the quality of education for all learners. Pupils enjoy living up to these expectations.

Leaders ensure that pupils have a wide range of experiences in school. The 'Rokeby Promise' is at the heart of the school's wider curriculum offer for every pupil, including those with special educational needs and/or disabilities (SEND). Pupils experience visits, travel on different forms of transport, cook meals, have picnics and many more experiences to enrich their curriculum.

What does the school do well and what does it need to do better?

Leaders, including those responsible for governance, want the best for every pupil. Pupils make progress across the curriculum. Leaders identify accurately any pupils who are falling behind. Leaders' work on this is showing a positive effect for pupils currently in school. However, significant changes in pupil numbers last year delayed some of this work. As a result, some Year 6 pupils did not achieve well in last year's key stage 2 tests.

Reading is a central feature of the school's curriculum from early years and all through the school. Pupils get off to a speedy start learning phonics in Reception. The new phonics programme is understood by staff and is being followed with fidelity. If pupils need extra help, staff quickly identify this and put support in place, with the aim that all pupils will keep up. Pupils enjoy talking about books. Pupil librarians encourage pupils to change library books each week; they make recommendations of authors and different types of books. A love of reading is promoted throughout the school.

The curriculum is well developed, for example in mathematics. As a result, pupils can build on what they are learning over time. Leaders have designed a curriculum that is ambitious. They are enthusiastic about the new curricular programmes in foundation subjects. Pupils enjoy their learning and they behave well in lessons. Pupils enjoy the visits that give all pupils first-hand experiences in their learning.

However, there are times when pupils struggle to explain learning in foundation subjects or when they are not able to recall what they have learned before.

In Nursery and Reception, learning captivates the children's imagination. There is a strong focus on children developing their spoken language skills and early mathematical learning. For example, during the inspection, children in Nursery were thrilled to explore the smell of herbs when playing. Early years is a stimulating, exciting place for every child.

Pupils with SEND are actively included in all aspects of school life. Pupils who attend the school's resource based provision for communication and interaction engage in school visits with their classes. For example, during the inspection, all Year 2 pupils visited a zoo. They couldn't wait to see a giraffe in real life; their interest piqued by reading about a giraffe who travelled from Africa to France.

Leaders and staff are highly skilled in the identification of the needs of SEND pupils. Staff are knowledgeable and adapt learning to ensure that pupils are able to access learning. As a result, pupils develop confidence and independence at their own stage of development. Parents value the way school communicates with them. Small steps of success are celebrated with parents through regular communication.

Leaders know that some pupils do not attend school regularly enough. Attendance is improving for some pupils because of the school's work with families. However, there is more to be done and some pupils miss out on important learning.

Pupils have a good understanding of equality and being different and unique. Pupils like the opportunities to learn about others. Pupils speak knowledgeably about, and respect, different faiths and beliefs.

Trustees and governors are focused on improving the education of pupils. Staff say leaders support their well-being and are considerate of their workload. There is a pride in being a part of the Rokeby community, amongst staff, pupil and families.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to report any concerns about pupils to the designated senior leaders. Leaders ensure that staff receive regular effective training. Leaders work closely with external agencies to help families get the help they need.

The curriculum teaches pupils about how to keep themselves safe in school and beyond. Pupils learn how to keep themselves physically, emotionally and mentally healthy. The school has strong relationships with the local community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The ways pupils revisit learning and remember things over time in foundation subjects are not yet consistent across school. This means that pupils are not always able to remember the really important content over time. Leaders should help teachers develop their approaches to allow all pupils to learn and remember more.
- There are a number of pupils who do not attend school regularly. This means that they miss out on too much important learning. Leaders should continue to prioritise improving attendance and working with families to help them understand the importance of being in school regularly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145393
Local authority	Warwickshire
Inspection number	10268173
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	Board of trustees
Chair of trust	Claire Chevassut
Headteacher	Jen James
Website	www.rokebyprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in 2019 and is part of the Stowe Valley Multi-Academy Trust. When its predecessor school, Rokeby Primary School, was last inspected by Ofsted, it was judged requires improvement.
- The school has a resource based provision for pupils with communication and language needs. The class can cater for up to seven pupils. Pupils spend time in the resource based class and can also spend some time in the main school.
- The school has a high level of mobility. In the last two academic years, approximately one fifth of pupils have joined the school at times other than the start of early years.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

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Piccadilly Gate
Store Street
Manchester
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