



Roseberry Community Primary School

Inspection Report

Unique Reference Number 121465
LEA North Yorkshire
Inspection number 281022
Inspection dates 6 February 2006 to 7 February 2006
Reporting inspector Mr Peter Howard CfBT Lead Inspector

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

Type of school	Primary	School address	Roseberry Crescent
School category	Community		Great Ayton
Age range of pupils	4 to 11		Middlesbrough TS9 6EP
Gender of pupils	Mixed	Telephone number	01642 722883
Number on roll	251	Fax number	01642 724846
Appropriate authority	The governing body	Chair of governors	Mr R Kirk
Date of previous inspection	15 November 1999	Headteacher	Mrs J Warburton

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Roseberry is a broadly average sized primary school on the outskirts of Great Ayton. In addition to the intake at the beginning of Reception, the school also takes in pupils from a local infant school at the beginning of Year 3. The proportion of children eligible for free school meals, from minority ethnic groups and those speaking English as a second language is low. The proportion of pupils with learning difficulties and/or disabilities is below average. Children start school with skills and knowledge that are broadly average for their age.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Roseberry Community Primary is a good school. It is successful in promoting the academic achievement and standards of its pupils. Pupils enter the reception year with attainment that is average. They make good progress throughout the school and, by the end of Year 6, standards in English, mathematics and science are above average. Provision in the Foundation Stage is good. Personal development, care and guidance are good, and the school is successfully building a community where the diverse achievements of pupils are celebrated. The quality of teaching and learning are good and pupils of all abilities achieve well. Assessment to aid learning strategies are not yet consistently applied in classroom practice, but the school is addressing this. The curriculum is good. It is broad and balanced and incorporates good enrichment opportunities to extend pupils' learning and personal development. The school knows its own strengths and the areas on which it needs to focus. Leadership and management are good. The recently appointed headteacher is having a clear impact on the school's continuing improvement. The steps already taken to support a small number of pupils whose behaviour is a concern are well judged to meet their needs and contribute to the well-being of all pupils in school. School leaders are well aware of the need to continue to make further progress in this area. Governors are well-informed and supportive. The school has made good progress since the last inspection and the key issue raised then has been addressed very well. The school provides good value for money and its capacity to improve still further is also good.

What the school should do to improve further

As it recognises in its development plan, the school should focus on:

- continuing to meet the needs of the small group of pupils whose behaviour causes concern
- ensuring the consistent implementation across the school of the full range of assessment for learning strategies.

Achievement and standards

Grade: 2

Pupils enter school with skills and knowledge that are broadly typical for their age. By the end of Year 2, good provision in Reception and Years 1 and 2 helps the pupils to reach standards that are above average in reading, writing and mathematics. This profile has been sustained in recent years. In some years standards are well above average. In 2005, standards, although still above average, moved closer to that achieved by pupils nationally. At the end of Year 6, standards in all the core subjects of English, mathematics and science are above average. Standards have been improving since 2002. In 2005, standards in science were above average whilst standards in English and mathematics were well above the national average. The progress made by pupils throughout school, from entry in the Reception year to the end of Year 6, is good. The school sets challenging targets, which are met. Work set meets the needs of all

groups of pupils and as a result higher achieving pupils and those with learning difficulties and/or disabilities also make good progress.

Personal development and well-being

Grade: 2

Pupils' development and well-being are good. There is a warmth in the relationships between staff and children, pupils enjoy coming to school, have good attitudes to their learning and feel safe. During the inspection some parents questioned the effectiveness of the school in managing some pupils' behaviour. Inspection evidence indicates that the school takes effective action when responding to the challenge of the poor behaviour of a very small number of pupils and is successfully creating a school ethos where good behaviour is expected from all. As a result, behaviour throughout the school is good and improving. Pupils value their role as 'buddies' as well as the work of the school council. Class rewards are used effectively and the achievements of all pupils are celebrated. Pupils particularly value 'Golden Time' every Friday afternoon. Development of pupils' social, moral and spiritual awareness is good, while their cultural development is satisfactory. Pupils know the difference between right and wrong and respect their 'school prayer'. They are beginning to understand the importance of practising a healthy and safe lifestyle, the need to enjoy a healthy diet and take exercise. Pupils make a good contribution to the community and are well prepared for further study and the world of work. Attendance is in line with the national average and procedures for recording attendance are secure.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and, as a result, pupils make good progress. Relationships in the classroom are good, pupils are well behaved and teachers deal promptly and firmly with any minor misbehaviour. Teaching makes use of a variety of activities to engage and sustain pupils' interest and pupils enjoy lessons. For example, increasing recognition is given to the different learning styles favoured by pupils and teaching approaches are becoming more diverse. Teachers regularly share learning objectives with pupils and lessons are well planned and structured, with a clear start, middle and end. Teachers have high expectations in respect to both the level and the pace of work, which is well matched to the needs of different groups of pupils. There is good and improving use of information and communication technology. However, staff have correctly identified the need to increase its use across the curriculum. Collaboration with local schools is having a good impact on the standards achieved in art and design throughout school. Staff are working in partnership to develop a range of assessment strategies and recognise the need to implement them consistently across school. Teaching assistants give pupils good support and so pupils with learning difficulties and/or disabilities make good progress.

Curriculum and other activities

Grade: 2

The curriculum throughout school is good and this results in all pupils achieving well. All statutory requirements are met and there is good provision for literacy, and numeracy. A curriculum review is underway to further develop links between subjects and provide more flexibility in planning. A programme to improve the learning environment has already made a good impact, for example, the murals in the library and in the creation of the 'sensory path'. There is good enrichment of the curriculum through a wide range of activities and out of school clubs, including many sporting activities. For example, learning French, team-building activities with the Royal Air Force, police involvement in the PSHCE programme and an outdoor residential experience. Drama is well used to extend pupils' experiences; for example, pupils in Years 3/4 recently performed a play about evacuees, and in Years 5/6 pupils performed 'The Tempest'. The school has rightly identified the need to strengthen the multicultural aspects of the curriculum.

Care, guidance and support

Grade: 2

The care, guidance and support offered to pupils are good. The school is an orderly and safe place; pupils have confidence in staff and know help is always available if needed. Strong support is in place, and further action is planned, to support pupils' emotional development. This is particularly effective in the work of the Home School Support Worker. Good tracking of pupils' academic progress ensures that all pupils have the support they need to do well at school. Child protection and health and safety procedures are sound. Rigorous assessments of any risks to safety are conducted as appropriate and action taken promptly to remedy any concerns. The school has good partnerships with the agencies that support learning and works well with parents. There are good links with local secondary schools and pupils are well prepared for secondary education.

Leadership and management

Grade: 2

The quality of leadership and management are good. The recently appointed headteacher's strong leadership is based on a dedicated commitment to the school and to ensuring that all pupils achieve their full potential. The impact of this is seen in the good achievement and standards reached by pupils at the end of Year 6. Rigorous self-evaluation, involving all members of staff, ensures that the school has a clear view of its current strengths and areas for improvement. An example of this is the recognition of the need to take action in respect to some behaviour issues in school. Effective steps have been taken to improve this situation; for example, the introduction of 'Golden Time' and the appointment of the Home School Support Worker. Significant improvements to transition arrangements with a feeder infant school have been made. The school sets out a strong vision for the future that is informed by a robust culture

of consultation, involving pupils and parents. The governing body fulfils its statutory responsibilities well. Governors are committed to the school and play their part in helping the school to move forward effectively. Changes to the organisation of staff leadership roles that seek to further develop managers at all levels are relatively recent and the impact of these changes is yet to be fully felt. However, year group team leaders and subject leaders are playing an increasingly effective part in raising standards. The school makes good use of a range of partnerships to extend the learning opportunities available to pupils and the professional development opportunities for staff.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we would like to tell you what we thought about your school.

What we liked most about your school:

- we agree with your teachers that yours is a good school
- we are impressed by how hard all the staff in school work and how they want you to do well
- we are glad that you are taught well and make good progress in your learning
- we are impressed by how well staff look after you and keep you safe and well
- we really liked the murals in the library and the sensory path
- we think that you are offered a good range of after school activities and we are pleased so many of you join in.

We have asked your school to make sure that:

- every body in school behaves as well as most of you already do
- all of you get the benefit of marking that tells you how you can do better with your work next time, targets that give you a goal to aim for in your work and more chances to judge your own and each others' work.

We enjoyed meeting you and seeing you in your lessons and around school and we wish you all well for the future.