

# Rodborough Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	115565
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	290259
<b>Inspection dates</b>	6–7 June 2007
<b>Reporting inspector</b>	Mary Harlow HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Blackbud
<b>Headteacher</b>	Maggie Halfey
<b>Date of previous school inspection</b>	8 July 2002
<b>School address</b>	Rodborough Hill Stroud GL5 3RT
<b>Telephone number</b>	01453 763159
<b>Fax number</b>	01453 767702

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	6–7 June 2007
<b>Inspection number</b>	290259

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Rodborough Community Primary School lies on the south side of the town of Stroud at the heart of the Five Valleys area of the Cotswolds. Most children are of White British heritage. There are very few pupils from minority ethnic families and none are learning English as an additional language. The percentage of children with learning difficulties is above average. Attainment on entry to the Reception Year is broadly average although a significant minority of children start school with language and communication difficulties and underdeveloped mathematical skills.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'Rodborough is a happy, welcoming learning environment.' This is the view of many parents and they are right! It is indeed a good school with many outstanding features, where for the most part, pupils thrive and adults want to be. 'Sharing, learning and achieving together' are at the heart of this harmonious community and all work hard to ensure that pupils do. As a result, their personal development is outstanding and overall, during their time at school they achieve well, which parents appreciate.

A small minority of pupils start school with a little catching up to do, particularly in communication and language and mathematical development. However they get off to a cracking start in the Reception where all the pupils make good progress. Across Key Stage 1 pupils' learning is more variable but by the end of Year 2 progress is good. At Key Stage 2 pupils make good progress and achieve above average standards in English, mathematics and science. Pupils with learning difficulties make good progress across the school due to the excellent support they receive and, as a parent aptly wrote, 'a strong commitment to inclusion'.

Overall teaching is good and at times outstanding. Where teaching was observed to be no more than satisfactory, tasks were not always challenging enough and pupils did not learn at a swift pace. The school has worked hard to provide imaginative and practical activities to capture the pupils' interest and indeed there is a range of exciting opportunities in nearly all lessons. Work in art, design and technology is particularly impressive and does much to stimulate the pupils' imagination. The school grounds are aesthetically pleasing with creative areas to bring learning alive. The 'fort' for adventure play, designed by the pupils, is indeed a striking feature. Community links are strong and there is a good range of visits and clubs on offer which the pupils appreciate. Pupils receive good levels of care and support.

'The school is exceptionally well managed, 'with a friendly feel' a parent reported. This too is accurate. Leadership and management of the school, including the governance, are outstanding at all levels. The school knows itself very well and sets the right targets to make it even better. There is no room for complacency, and weaknesses, including the issues identified in the last inspection, are tackled diligently. It provides good value for money and has excellent capacity for continued improvement.

### What the school should do to improve further

Ensure that the pupils make consistently good progress across Key Stage 1

## Achievement and standards

### Grade: 2

Standards and achievement across the school are good. In the Reception class children get off to a flying start and make good progress, particularly in communication, language and literacy and mathematical development. This successful beginning means that most pupils enter Year 1 with at least the expected levels of attainment in all areas of learning. Over the course of Key Stage 1, progress is more varied; however, it is at least satisfactory and often good. The school is, quite rightly, challenging more able pupils to achieve the higher levels in reading and writing, and initial results for 2007 national assessments show improvement in these aspects. The good speaking skills of Year 2 children and the liveliness of their writing come from the many chances for discussion in lessons and the extensive opportunities for them to write.

At Key Stage 2, pupils make good progress and attainment by the end of Year 6 is significantly above average. The school has worked hard to challenge its pupils to improve their problem solving skills in mathematics and they are being successful. Most pupils with learning difficulties make good progress due to the excellent support they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Nearly all flourish in this very special community and, by the time they leave, pupils develop a strong belief that they can achieve. This is because the school places a high importance on developing their self-esteem, and it does so superbly! In conversation, pupils are confident to express their views and the respect they show to adults and each other is impressive. This is due to the way most of the adults 'go the extra mile', as several parents commented, to welcome them into school and inspire them to love learning. Attendance is consistently good as is punctuality.

Behaviour is exemplary. The pupils move calmly and sensibly in class and cooperate extremely well in paired discussions and group tasks. Around the school they invariably stand back for visitors, greet them with a friendly smile and in one instance, offered to carry their brief cases! It was a delight to see pupils chatting in friendship groups during the popular 'lunchtime picnics' in such a relaxed manner. The excellent supervision by the adults contributed significantly to the joyful ambience of this occasion.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils benefit from a wealth of opportunities designed to cultivate these aspects, for example, in the thoughtful assemblies where moral and social issues feature strongly and pupils sing with gusto, and in the 'Fair Trade' Harvest celebrations. Displays of pupils' work, particularly in art, design and technology, are outstanding and do much to foster their self-esteem. Pupils demonstrate a good understanding of the importance of eating a healthy lunch and participating in exercise although the site restricts some aspects of play. They feel safe in school and know there is a 'buddy' to turn to if they feel unhappy.

Pupils are developing very good basic skills that prepare them for the next school and later life; the "Force Energetique pour les enfants par L'Education" project, is a fitting tribute to the school's determination to nurture their understanding of global issues.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Overall teaching across the school is good. There are examples of outstanding practice, particularly at the end of Key Stage 1 and in Key Stage 2, where expectations are high, teaching is inspiring and communication is enthusiastic. As a consequence, pupils are motivated to take risks, they are not afraid to make mistakes and work is of a high standard. One pupil remarked, 'We like a challenge' and they do!

Planning is comprehensive and most teachers adapt their work in response to ongoing assessment. This helps the pupils to make good progress and keep them on track to achieve. Teamwork is strong and the range of skills and expertise the adults possess allows for excellent professional development within the school. Support staff make a significant contribution to the school's success. They are well informed, confident and of a high quality.

Pupils are given strategies to help with any problems they may encounter in their work. When faced with a mathematical conundrum, pupils were heard to say, 'use what you know to find out what you don't'. Similarly in English, pupils knew where to look for additional information and rich vocabulary to make their writing imaginative and did so with a keen interest.

Most pupils develop excellent relationships with the adults and this is reflected in the good quality of discussion seen in many lessons and the pupils' willingness to contribute. Where teaching is no better than satisfactory, lessons do not always move at a swift pace, the pupils are kept sitting for periods of time and some activities are not well monitored. As a result, their attention and enthusiasm wane, and this slows their progress.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum and enrichment activities is good. Every effort is made to provide the children with practical, creative experiences which stimulate their thirst for learning. Good links are generally made across subject areas and the integration of design and technology into appropriate aspects of the curriculum is excellent. The curriculum in the Foundation Stage offers vibrant and stimulating learning opportunities both inside and outside of the classroom. A parent wrote, 'I think the welly walks are great!' The provision for children with learning difficulties is good and the range of intervention strategies is having success.

Interesting initiatives such as the innovative development of the outside environment and the regular trips to Rodborough Common do much to make learning come alive. The range of artistic activities planned to deepen the children's appreciation of different cultures is commendable. Excellent use is made of visits, visitors and the rich historical and cultural local community to whet the children's appetite for learning. These are carefully planned to integrate sensibly with classroom learning

## **Care, guidance and support**

### **Grade: 2**

The school is a strong community and looks after the interests of its pupils very well. Parents are happy with the school and nearly all that is on offer. Assessment opportunities are well developed and pupils' progress is carefully tracked across the school. The pupils are aware of their targets for particular subjects and know what is necessary to improve their work.

Child protection procedures are in place and are well established. Risk assessment is robust and every care is taken to ensure the safety of the pupils and staff. The school has put together a comprehensive travel plan and has implemented several significant changes to improve the safety of access to the school.

## **Leadership and management**

### **Grade: 1**

Outstanding leadership by the headteacher, ably supported by a reflective and visionary senior team, ensures that the school moves forwards at a swift pace. The needs of the children are at the heart of all decision making and consultation with the whole school community is strong. All members are valued equally; as a result there is an impressive team spirit. The administration and support staff are excellent and they make a significant contribution to the pupils' learning

needs. Communication with parents is of a high quality and the headteacher is keen to listen to their views.

The school's systems for checking on its improvements are rigorous and leaders at all levels including governors are focused relentlessly on raising standards. They are acutely aware of its strengths and, most importantly, tackle weaknesses assiduously. Evaluation is honest and accurate and the improvement plan is a thoughtful tool to make the school even better. The governing body is outstanding. Members possess an infectious enthusiasm and are extremely dedicated. They challenge and support exceptionally well and in a sensitive manner.





## Annex A

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Children

Inspection of Rodborough Community Primary School, Rodborough Hill, Stroud, Gloucestershire GL5 3RT

I am writing to say thank you very much for giving the inspectors such a warm welcome. We were impressed with the way you greeted us with warm, friendly smiles. We enjoyed talking with you about your work and hearing about the exciting things you do. What delightful children you are!

Your school is so good in many ways. Here are some of the special things that it does very well indeed:

- ?
- Your school looks after you well and the adults want to do their best for you.
- ?
- Your behaviour is excellent and everyone in the school cares for each other. It was a joy to observe your picnic lunch!
- ?
- In the Reception class, you get off to a flying start in all aspects of your learning. By the end of Year 2 you make good progress as you do throughout Key Stage 2 where you achieve good standards.
- ?
- Your teachers plan exciting, lively, imaginative activities for you in most lessons which help you to enjoy school. Your art, design and technology work is impressive. The school grounds provide a wonderful environment for you to learn outside and the 'fort' is brilliant!
- ?
- There are lots of clubs and visits which you enjoy.
- ?
- Your headteacher and other adults are always looking for ways to make your school an even better place to be! They value your views and those of your parents and carers in helping them to do this.

You are lucky to have such a wonderful headteacher, so many fantastic adults and great governors at the school. We have asked them to make sure that you always make good progress throughout your time in the school.

It was a real pleasure to visit Rodborough School. Keep up the excellent work and most importantly continue to enjoy your learning!

Best wishes and thank you all again.

Mrs Harlow HMI Lead inspector