

# Rollesby Primary School

## Inspection report

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<b>Unique Reference Number</b>	121202
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313916
<b>Inspection dates</b>	11–12 March 2008
<b>Reporting inspector</b>	Jackie Cousins

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jill Jacobs
<b>Headteacher</b>	Mrs Sue Pickles
<b>Date of previous school inspection</b>	30 April 2002
<b>School address</b>	Main Road Rollesby Great Yarmouth Norfolk NR29 5EH
<b>Telephone number</b>	01493 740270
<b>Fax number</b>	01493 748646

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average sized primary school. At present it has pupils up to the age of 9 years, but it is in process of educating them up to age 11. Most pupils are from White British backgrounds and a very few are from minority ethnic groups. The proportion of pupils who find learning difficult is broadly average. No pupils are at the early stages of learning to speak English. The proportion of pupils who join or leave the school part way through the taught year is similar to that of most schools. In 2007 the school gained the Healthy School Award, Active Mark and the Quality Assurance Award for the Foundation Stage. Out of school care for children includes holiday, breakfast and after-school clubs. Day care is available for children from the age of 2 years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Rollesby is a good primary school. The pupils get a successful start to their education from the Nursery to Year 4 and they achieve well. Pupils of all abilities settle quickly into school life whether they start in the Nursery or join any other class. This is because a very good partnership is in place between staff and parents. Many parents expressed confidence in the school in their responses to the inspection questionnaire. Almost all parents who responded to the questionnaire were very happy with the school and the progress their children are making. The school works thoughtfully to unite the community. For example, parents, pupils and local people were involved together in planting new trees in the school grounds. Pupils play a valuable part in local church events, such as Christingle and Harvest Festival. Older pupils sing willingly to the elderly and other local people at Christmas time.

Pupil's personal development is a wonderful strength of the school. This is because all staff conscientiously consider pupils' needs and give them good care, guidance and support. Consequently, pupils concentrate well in lessons and have positive attitudes to work. They behave well and show good spiritual, moral, social and cultural development. They learn to reflect calmly on their own feelings and those of others. Pupils from minority-ethnic groups are integrated successfully into school life. The school council plays an important part in improving the school, and some pupil representatives recently led an assembly on how to handle playtime equipment. One pupil remarked, 'Everyone handles things a lot more carefully now. The assembly worked!' Pupils successfully adopt healthy lifestyles because the school encourages them to eat well and take regular exercise.

Pupil's thorough enjoyment of the many interesting activities on offer in school is shown when they talk enthusiastically about what they like to do there. The effectively structured curriculum and rich learning environment ensure that pupils enjoy school. They especially enjoy numeracy, writing stories, history, drama and art, and they appreciate the good opportunities to use information and communication technology (ICT). Assessment records evaluate thoroughly pupils' standards in ICT. Outside learning activities in Reception and Nursery are not always planned thoroughly.

The school's leaders set and met challenging academic targets for pupils to attain in 2007. Pupils achieve well because teachers have high expectations of them. Consequently, standards are above those expected nationally by Year 4. Pupils make good progress because teaching and learning are effective. The good use of practical activities ensures that pupils learn basic skills well. Effective leadership and management have enabled the school to improve well since the last inspection. For example, in 2007, teachers accurately assessed standards of writing in Year 2 to be exceptionally high. The school is in a good position to continue to improve in the future. Leaders monitor standards satisfactorily, but systems to track pupils' progress in reading, writing, mathematics and science in Years 3 to 4 are not fully in place. As a result, the school does not have a detailed understanding of older pupils' standards and progress.

## Effectiveness of the Foundation Stage

### Grade: 2

Pupils make good progress in the Nursery and Reception classes and so standards are slightly above national expectations by the start of Year 1. Teaching enables pupils to learn in practical ways. They learn to do things successfully for themselves because staff have high expectations

of what they can achieve. Pupils develop basic skills well because questioning closely probes their understanding. Their personal development is good and supported well by the care the staff have for them. The leadership of this stage of education is good, and pupils have extensive opportunities to learn in the inside areas. Occasionally, lesson planning for the outside area is a little brief and does not always set specific learning objectives. Consequently, success cannot always be easily measured.

### **What the school should do to improve further**

- Develop the system to track older pupils' progress and standards so that the school is more able to respond to their learning needs.
- Make sure that outside learning activities for the Nursery and Reception classes are planned in more detail so that staff can better evaluate pupils' success.

## **Achievement and standards**

### **Grade: 2**

When pupils start at school, their levels of knowledge and understanding are in line with those expected nationally of three-year olds. Pupils achieve well because teachers have high expectations of them. Both girls and boys make good progress from the Nursery to Year 2 and consequently, standards are significantly above average by the start of Year 3. In Year 4, standards are above expectations. Pupils achieve well in Years 3 to 4 because they receive consistently good teaching. More-able pupils are challenged well and reach high standards. Pupils with additional needs are helpfully supported to make good progress in line with that of others.

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

### **Grade: 2**

Pupils develop well the personal qualities and skills needed for the next stage of education and, ultimately, for their working lives. Attendance is good. Pupils enjoy learning and consequently, make good progress. They relate well to each other and show a lot of consideration for others. Pupils understand matters concerning their personal safety well, because the school makes them aware. For example, drama activities heighten their awareness of hazards on the roads. Pupils exercise well at break times because 'Huff and Puff' equipment encourages them to keep fit. They are enthusiastic contributors in school and, more widely, in raising money for many charities. During the inspection week, older pupils organised a sale of cakes and unwanted items and raised a considerable amount of money. Most pupils know how to reach their personal academic targets and gain essential skills. A few lack the understanding of how to develop their work and skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is effective and assists pupils to achieve well. Staff tell pupils what is good about their work and what could be improved. As a result, pupils learn successfully. Teachers encourage pupils to be independent and to think for themselves. Good teaching methods ensure that pupils gain competence with basic skills. For example, Year 2 pupils learn to write imaginatively because teachers guide their learning well with helpful use of small hand-held whiteboards.

Assessment activities clearly identify pupils who are underachieving. Support assistants are well deployed. For example, skilled teaching assistants and teachers working with small groups give identified pupils valuable extra attention. Thoughtful lesson planning uses time available to good effect. Occasionally, extension activities do not challenge pupils well enough to work at a higher level and it is not clear from planning which pupils are expected to complete these further aspects of learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum ensures good provision for literacy and numeracy across the school. Consequently, pupils gain the opportunity to succeed in the next stage of education and, eventually, in working life. Projects are well planned. The links between subjects are developed successfully so that pupils gain a better understanding of the topic. Pupils' differing needs are catered for well. The school is always seeking ways to improve, and current work is challenging gifted and talented pupils even more successfully. Pupils who find some aspects of learning more challenging are provided for effectively and so they achieve well. Pupils have a good choice of extra-curricular activities, including sports, music, gardening and poetry clubs. The curriculum is enriched well with visits to places of interest and by visitors to the school. ICT is used well to develop basic skills and to enhance pupils' learning. For instance, standards in ICT in Year 1 are already above expectations.

## **Care, guidance and support**

### **Grade: 2**

All staff are committed to giving pupils good care and welfare. As a result, pupils develop into mature and thoughtful young people. Their attendance is monitored thoroughly. Pupils are encouraged successfully to lead healthy and safe lives. Health and safety issues in school are checked carefully and any concerns are rapidly resolved. The school works carefully to safeguard pupils, and procedures meet requirements. Pupils who arrive part way through the taught year are supported successfully to achieve well. Academic guidance for pupils is good. Marking of pupils' books praises their good work, and explains to each pupil how they can improve. Pupils' individual education plans contain specific and measurable targets and guide teachers' work well. Pupils respect cultural diversity and belief. Their knowledge of the diverse society in which they live is sound, but could be further supported.

## **Leadership and management**

### **Grade: 2**

The headteacher's leadership is very impressive. In the short time that she has been at the school, she has set a clear direction which is increasing the rate of improvement. This is having a positive impact on pupils' standards and achievement. Subject leaders' roles have been strengthened by clearer definition of their responsibilities. The monitoring of the school's work is systematic and both strengths and areas for improvement are effectively identified. As a result, improvement planning is good and sets measurable criteria against which all can evaluate the school's successes. Governors are well informed and closely involved with the school. Governors and staff contribute successfully to evaluation of the education offered. Occasionally, the recording of self-evaluation does not sufficiently identify measured outcomes for pupils.

For instance, pupils' progress is not tracked in detail in Years 3 and 4, and so self-evaluation cannot define standards and achievement with complete accuracy.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

## **Text from letter to pupils explaining the findings of the inspection**

12 March 2008

Dear Pupils

Inspection of Rollesby Primary School, Great Yarmouth, NR29 5EH

Thank you for helping me to find out about your school. I enjoyed watching lessons and talking to some of you. I really enjoyed your singing in assembly. You attend such a happy and friendly school. Some of the good things about your school are:

- you make good progress in your work
- you behave and concentrate very well in lessons
- you really enjoy school
- you can go to a wide range of clubs
- your headteacher has very good ideas about ways to improve the school
- the teaching is good and the staff work hard to make lessons interesting
- there is a very successful partnership between the school and your parents
- staff care for you well.

I have asked your school to look at how things can be made even better. The most important are:

- to make sure that older children's progress is tracked in more detail
- to plan more carefully the learning activities in the outside area in Nursery and Reception.

I hope you will continue to enjoy all the things you are learning at Rollesby Primary School.

Yours sincerely

Jackie Cousins Lead inspector