

Rokeby Primary School

Inspection report

Unique Reference Number	135309
Local Authority	Warwickshire
Inspection number	329075
Inspection dates	30 June –1 July 2009
Reporting inspector	Paul Edwards

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	240
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Chris Holmon
Headteacher	Alison Stringer
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Anderson Avenue Rugby CV22 5PE
Telephone number	01788 814399
Fax number	01788 814303

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average-sized primary school. Most pupils are from White British backgrounds and few are at an early stage of learning to speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is in line with the national average. The Early Years Foundation Stage consists of a Reception class and a Nursery class. The school opened in September 2007, following the merger of the infant and junior schools. A major building project is underway to house the school in one building.

Before and after-school care and pre-school provision, not managed by the governing body, is provided on site. This provision was inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Rokeby provides a good education for its pupils. Due to the effective leadership, the school has made good progress since its amalgamation. Consequently, pupils really enjoy school and develop well as individuals. They really appreciate the fact that the school looks after them well and pupils with behavioural problems say how they have benefited from the support they have been given. Pastoral care is good because everyone in the school works hard to ensure pupils feel valued, secure and ready to learn. Parents of children new to the school are particularly complimentary, saying how well they have been helped to settle.

In the Early Years Foundation Stage, children get off to a strong start, making good progress in all areas of learning. By the end of Year 6, standards are above average in English, mathematics and science, the result of good progress. Evidence from classroom observations, tracking information and the analysis of pupils' work shows they make good progress in each year group and achieve well. This good progress is due to teaching which, overall, is good. Exemplary lessons were observed where the rapid pace and high levels of challenge for all groups of pupils ensured they made considerable progress. However, this quality of teaching is not yet embedded across the whole school and the school acknowledges that, occasionally, some pupils spend too long listening to teachers' instructions and that assessment information is not yet used sufficiently effectively to match work to pupils' individual targets. There are also occasions when the most able pupils should be set more challenging activities without always listening to the whole of the teachers' introduction.

Pupils' good personal development is the result of an effective curriculum. Pupils enjoy the wide variety of enrichment activities that add significant interest to their work. While the school places considerable emphasis on planning for the development of pupils' basic skills, much attention is focused on providing a range of other activities that are interesting, stimulating and encouraging. During the inspection, pupils were keen to show the 'tiles' they had constructed and which were to become a lasting reminder of their time at school when placed in the new grounds development. Pupils talk enthusiastically of the 'Arts Week', 'Masterchef' competition and their involvement in musical activities such as the steel pan band which performed at the school fete. They have a good understanding of the need to keep healthy and are keen to participate in the wide variety of sporting activities on offer. They also try to eat well, encouraging the inspectors to drink one of their healthy 'smoothies' that are a regular feature of the lunchtime menu. Pupils have a good understanding of different religions and faiths and how people in different countries live. However, their understanding of the social and cultural differences in this country is underdeveloped.

The good achievement seen in lessons has been largely due to the focused and clear vision of senior leaders. They have successfully driven forward the good developments seen since the amalgamation, such as raising the quality of teaching and ensuring that the pupils' consistently make good progress. This progress has been achieved in a short time and demonstrates clearly that the school has a good capacity to make further progress. It is to the credit of the leadership that these improvements have been made amidst major building works. The distributed leadership, which involves all staff, including teaching assistants, has engendered a cohesive approach. The two schools have come together well and there is desire and determination to create a learning environment that 'buzzes'. Senior leaders use data effectively to check carefully how well the school is doing, to set challenging, achievable targets and to determine just what needs to improve. Governors support and hold the school to account well.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage with skills and abilities below those expected for their age. The recent appointment of a new leadership leader has been effective, ensuring children make good progress, so that on entry to Year 1, children are reaching standards that are above average in all areas of learning. Children's behaviour is good due to the strong focus on their personal development. The staff have a good partnership with parents and effective communication ensures children settle quickly. The children learn well because they are at ease with the adults and really enjoy the interesting, carefully planned activities, although, at times, there are too few opportunities for some children to choose activities for themselves. Children use both the indoors and outdoors for their learning. There are many practical activities and opportunities for role play to help to develop the children's imagination and independence. Visits and visitors add considerable interest to the learning opportunities. For example, a visit to a zoo renewed the children's enthusiasm for looking after the classes' pet guinea pigs. The Early Years Foundation Stage is managed effectively. Checks on how well new strategies and ideas are doing are carried out regularly. Consequently, systems are being developed to more accurately check children's starting points, so the school can gauge how well children are doing. Children are safe and secure because staff look after each individual child's needs rigorously.

What the school should do to improve further

- Ensure all teaching is consistently good or better by: o improving the balance of teacher talk and pupil activity o accelerating the learning of the most able pupils by avoiding the need for them to listen to all of the teachers' introductions when appropriate.
- Improve the pupils' understanding of the different backgrounds of people in this country by evaluating and planning the school's provision.

Achievement and standards

Grade: 2

Throughout the school, pupils achieve well from below average starting points. Children are provided with a good start in the Early Years Foundation Stage and pupils' good progress continues throughout the rest of the school. In 2008, National Curriculum assessments were above average at the end of Year 2 and above average in the national tests at the end of Year 6. Progress has been maintained and provisional test results at the end of Year 6 show the proportion of pupils attaining the average and higher levels in both mathematics and science have risen considerably. In science, all pupils reached the average level and over half attained the higher level. Pupils with learning difficulties and/or disabilities do well, the result of excellent identification of their needs and a good level of well targeted support. All groups of pupils progress well, although, occasionally, some more able pupils could reach their targets more quickly if teachers challenged them to do so. The school sets increasingly challenging and demanding targets for pupils of all abilities. Good teaching, combined with effective tracking procedures, are key factors in why these are being met and in some instances exceeded.

Personal development and well-being

Grade: 2

Pupils develop a good understanding of right and wrong and of what is acceptable and unacceptable behaviour. The introduction of effective support programmes for pupils exhibiting

poor behaviour has resulted in a very significant drop in the number of exclusions over the past year. The above average level of attendance is testimony to pupils' enjoyment and increasing enthusiasm for school. Pupils respond increasingly well to their responsibilities and are very good at helping one another, although there are missed opportunities for them to take responsibility for their own learning. Pupils make an effective contribution to school life, for example through the school council. They have contributed to the design of the new school grounds and look forward to seeing the 'higgledy piggledy' house when it is complete. Their spiritual, moral, social and cultural development is good and is a key factor in their good behaviour and positive relationships. Although pupils have a good understanding of different cultures and religions, and there are developing links with Kiev, their knowledge of social and cultural differences and similarities in this country is weaker. Pupils have a good understanding of the importance of leading and maintaining a healthy and safe lifestyle. The school provides a good foundation for pupils' future economic well-being by ensuring good achievement in basic skills and in their ability to work well together.

Quality of provision

Teaching and learning

Grade: 2

The key features of good teaching are the good relationships between adults and pupils and the interest generated in lessons which help pupils to develop very positive attitudes to their work. Throughout the school, pupils work well and pupils are keen to talk about what they are learning. Teachers expect their pupils to work hard and they explain tasks clearly to them. Teachers' questioning is effective, providing good opportunities for pupils to talk about and explain their ideas, which they do with confidence. Pupils' behaviour is good because it is managed well, ensuring classrooms are places for learning. Skilled teaching assistants support pupils with learning difficulties and/or disabilities effectively, whether individually or in small groups. Pupils with emotional or behavioural difficulties are also supported well, ensuring they take a full part in all curriculum activities. Overall, teachers plan work effectively to meet a range of pupils' needs. This is because they use assessment and pupils' targets increasingly well to plan activities for different groups. However, there is still scope for improvement. For example, pupils are provided with good, individual targets but teachers do not always use assessment information to accelerate the progress of the most able pupils to reach their targets as quickly as possible.

Curriculum and other activities

Grade: 2

The curriculum is adapted well to provide for the needs of different groups of pupils, particularly those who find learning difficult. A wide range of intervention strategies have been put in place as a result of information gained from checking and evaluating pupils' progress. A current focus in science is targeting the range of investigative skills pupils are learning and this has ensured pupils achieve particularly well in this subject. A well planned programme of personal, social, health and citizenship education helps to promote pupils' good personal development. The wide range of extra-curricular activities adds to pupils' enjoyment of school. There is a good focus on developing pupils' basic skills in literacy and increased opportunities for pupils to develop their information and communication technology skills. During whole- school themed weeks, as well as in the day-to-day curriculum, good links are made between curriculum areas,

enabling pupils to use skills they have learnt in different subjects and adding to pupils' overall enjoyment.

Care, guidance and support

Grade: 2

Pupils' individual needs are given high priority. While there is a strong focus on ensuring those with learning difficulties make the progress of which they are capable, considerable effort goes into providing effective pastoral support for those with emotional and behavioural problems. Parents say how appreciative they are of this support. High quality individual education plans provide excellent guidance for all staff to ensure vulnerable pupils are provided with good support. Procedures for safeguarding pupils are all secure. Pupils feel very safe at school and explain that bullying is not a problem - a feeling echoed by a very large majority of parents. There are a number of very strong links with outside agencies which add to the effectiveness of the school's good systems to support pupils' social, emotional and academic needs and, in the main, links with parents are equally strong. Academic guidance is focused on how pupils can make good progress. Clear targets shared with pupils at the start of each lesson mean pupils know what they should be learning. These are used effectively so pupils know exactly what they need to do next to improve on a day-to-day basis and can check their own understanding. Occasionally, teachers do not make the best use of individual targets when planning pupils' work.

Leadership and management

Grade: 2

The headteacher has provided the drive to make this a successful school and she is well supported by senior leaders. However, the involvement of all staff has been a key feature in 'getting everyone on board'. Consequently, all staff are keen to suggest how provision might be improved in the knowledge that their views are taken seriously. The introduction of good tracking procedures ensures areas of underachievement are addressed quickly and efficiently. Leaders regularly analyse the school's results and monitor teaching to see where it is most effective and what needs to be improved. As a result, they have a good understanding of the school's overall strengths and weaknesses. Priorities are accurately identified and the strong focus on teaching and learning has been effective in securing pupils' good progress. The governing body fulfils its statutory duties well. A number of governors have recently joined but effective guidance ensures they take a keen interest in the quality of provision and hold the school to account. The school works very hard to involve parents in the life of the school and most agree the school is well led. Pupils' good personal development and well-being are strengths because leaders have made these a priority. Pupils are encouraged effectively to play their part in the life of the school, the local area and wider world. However, the school acknowledges the need to plan and evaluate more rigorously to ensure pupils' understanding of social and cultural differences and similarities in this country are better understood by the pupils.

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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	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	3
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

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

2 July 2009

Dear Pupils

Inspection of Rokeby Primary School, Rugby, CV22 5PE

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you really like school and that all the adults are kind and look after you well so that you feel safe and ready to learn every day. You are polite to adults and try hard to behave as well as your teachers expect. We think your school is good. Because of all the hard work that you and your teachers have been doing, you are attaining standards that are above average by the time you leave the school.

The curriculum provides you with many interesting and exciting activities. We are pleased you try to take part in lots of sporting activities and eat healthily – we really enjoyed our smoothie! Together with senior staff and governors, your headteacher does a good job of running your school. They know what needs to be done to make it even better. In order to help you learn faster, we have asked the adults at your school to do the following.

- Make sure you do not sit for too long listening to the teachers and that you get down to your work more quickly, particularly those of you who find work a little easier.
- Help you to find out more about people from different backgrounds who live in this country.

You can help by always trying to work hard in school and continuing to behave well. Thank you again for helping us to find out about your school, and we wish you all well for the future.

Yours faithfully

Mr Paul Edwards

Lead inspector