

# Roseberry Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	114208
<b>Local Authority</b>	Durham
<b>Inspection number</b>	338314
<b>Inspection dates</b>	24–25 June 2010
<b>Reporting inspector</b>	Moira Fitzpatrick

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	185
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Elaine Holmes
<b>Headteacher</b>	Mrs June Lee
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Pelton Lane Pelton Chester le Street DH2 1NP
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## Introduction

This inspection was carried out by three additional inspectors, one of whom inspected the school's safeguarding procedures. The inspectors observed 15 lessons involving seven teachers. They held meetings with pupils, members of the school council, parents and carers, staff, governors and the School Improvement Partner. They observed the school's work and looked at a range of documentation, including the school improvement plan, the data tracking pupils' progress, the minutes of meetings of the governing body and its reports, safeguarding policies and records and work in pupils' books. Inspectors also analysed 39 questionnaires returned by parents and carers, and questionnaires completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school supports pupils to overcome any barriers to learning so that they make good progress
- if attainment in the school continues to rise
- the impact of changes to the curriculum and improvements to teaching on pupils' attainment and enjoyment of learning
- how well monitoring and evaluation by staff and governors contributes to the school's improvement.

## Information about the school

This is a smaller than average size school. Nearly all pupils are from White British heritage and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who have special educational needs and/or disabilities is also above average, and the proportion of pupils with a statement of special educational needs is average.

The school holds a number of awards including: Healthy Schools Award, the International Schools and the Artsmark Silver Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good and rapidly improving school. Some aspects of its work are outstanding. One comment reflects the views of many parents, 'I feel we have a school to be proud of and its getting better all the time with our new headteacher and her team.'

Good and sometimes outstanding teaching, based on good assessment of pupils' previous learning, is helping pupils to make good progress and achieve well. By Year 6, from sometimes low starting points, pupils are reaching broadly average standards. The curriculum, which is good overall, makes excellent provision for pupils to develop and apply their basic skills. The creative curriculum is developing their special interests and talents, so that the quality of pupils' art is good. Outstanding care, guidance and support provide the foundations on which pupils succeed. Because they feel very safe, happy and are extremely well supported in school, pupils develop confidence and independence as learners. They know that staff understand their needs very well and are always there to help.

Pupils' behave well and are kind and considerate with each other. Older pupils enjoy helping younger ones and all relish the chance to improve the school through the school council. Pupils know how to stay safe and healthy. They are well prepared for the next stage of their learning and as good citizens of the future through their links with schools in other countries and communities. They enjoy school and attend regularly, because they do not want to miss out on the good things that happen.

Good leadership and management, under the excellent direction of the headteacher, have seen the school improve well since the last inspection. Governance has improved significantly and is now good. A determined focus on improving pupils' basic skills and good teamwork, have improved attainment and the quality of teaching and the curriculum. Accurate monitoring and evaluation have given the school a good base for improvement. However, while senior leaders have made significant contributions to improving the school since the last inspection, they have not regularly had time dedicated to this away from the classroom, which is a relative weakness. There is a trend of rising attainment, with more pupils reaching the level expected for their age than previously. Given the extent and range of these improvements, the school demonstrates a good capacity for further improvement.

### What does the school need to do to improve further?

- Accelerate the pace of improvement by giving senior leaders and managers dedicated time away from the classroom to discharge their responsibilities.

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## Outcomes for individuals and groups of pupils

2

Pupils of all abilities, including those with special educational needs and/or disabilities, achieve well and make good progress because they feel safe and secure and happy in school. Pupils thoroughly enjoy their learning. They work hard to reach their targets and to please their teachers in lessons, especially where they are well motivated by exciting and challenging activities. For example, in basic skills lessons where the pace is brisk, pupils work quickly to show they can apply their skills in real writing situations. In discussion, pupils speak with great enthusiasm of the many interesting and varied opportunities they have to learn new skills and discover new talents. They are rightly proud of reaching their targets, and say that they are well supported to do this.

There is a trend of improving attainment so that by the time pupils leave the school their attainment is close to the average. By Year 6, the vast majority of pupils reach the levels expected for their age, often from low starting points. School data and inspection evidence from pupils' books, shows that Year 6 are on course to meet the targets set for them in English, mathematics and science, and in many cases to exceed them. The same evidence indicates that Year 6 pupils have made exceptional progress during this year.

Pupils' good, and sometimes excellent, behaviour makes a major contribution to their learning. They listen well, respect and support each other and switch quickly from one activity to another, so that time is well used. Pupils have a good understanding of how to stay fit, safe and healthy. They are keen to improve the school and give good support to the school council by making suggestions for improvement, and support each other in the playground by acting as buddies for children who may feel left out. They also contribute to the local community by selling the produce from their gardening club and organising school shows to entertain parents and carers and the community. They are keen fundraisers and make regular contributions to a range of local and national charities. Good links with schools in other countries help them to have a good understanding of different beliefs and customs. Pupils' spiritual, moral, social and cultural development is good. By the time they leave, pupils are well prepared for the next stage of their learning.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Most teachers base their lesson planning on good, and sometimes excellent, assessment of pupils' learning. Because of this, they provide the right level of challenge for pupils and set tasks at which they can work independently. Pupils feel very successful because of this and, as their confidence increases, so too does the pace of their learning. In many of the best lessons, learning relates to real life situations, so that pupils can see the point of their learning and this acts as a spur to make them work even harder. Teachers' very good subject knowledge, good questioning, together with their good understanding of how their pupils learn best, helps them to plan activities that are exciting and fun and which take learning forward securely and at a brisk pace. Pupils are proud of their involvement in assessing their own and each other's learning. They are skilled at giving advice to others, and themselves, on how to improve their work. Sometimes learning is only satisfactory, because occasionally teachers' expectations are not high enough, or they give over lengthy explanations, which leaves too little time for pupils to complete activities or to extend their concentration and skills.

The curriculum is well planned to meet the needs of all groups of pupils. The use of basic skills and information and communication technology (ICT) in other subjects, and the provision of an additional lesson in basic skills every day in all classes, are excellent. This has made a significant contribution to raising standards since the previous inspection and ensures that pupils have plenty of opportunities to consolidate these important skills through regular practice. The creative curriculum is developing well, with many topics and focus-week activities based on pupils' interests. Pupils are fired with enthusiasm and seize the good opportunities to develop as independent learners. The

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technology challenge, involving pupils and their parents, is typical of how the curriculum is designed to provide the pupils with plenty of fun while developing enterprise skills. A good range of clubs, regular visits out of school, including a residential weekend in Year 6, and visitors who share their expertise, all enrich and extend pupils' learning, social skills and their aspirations.

Outstanding care, guidance and support provide the basis for pupils' good achievement. Pupils agree that they are safe in school and know exactly where to turn for support. Their confidence in the adults in school is very high, and this creates a happy, secure environment for learning. Staff know their pupils very well and are quick to spot any changes that may give rise to concern. Problems are followed up quickly and pupils' needs are thoroughly investigated. Record keeping is excellent. The inclusion manager responds promptly with support, involves parents and carers along with outside agencies to ensure pupils are well supported in school. Vulnerable pupils are especially well supported and guided, so that they are able to make the same good progress as others and access the same learning opportunities. Transition arrangements within the school are exemplary. Parents and carers are closely involved as their children move from one class to another.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher's exceptional skills and determination have taken the school forward at a good rate since the previous inspection. In some areas, such as governance, and care, guidance and support, the school has made excellent progress. Staff and governors are committed to the headteacher's vision for pupils to achieve the very best they can and morale is high. Clear direction, with a focus on the quality of teaching and the curriculum, has begun to improve pupils' attainment across the school. Careful and accurate monitoring of the school's work means that the school has a realistic picture of its strengths and where it needs to improve. Skilled senior leaders have given very good support to the school's development, often in their own time, due to tight budget constraints. The leadership recognises that to sustain good improvement and realise its ambitions for the very highest quality, it needs to give staff dedicated time away from the classroom to carry out this work.

Governors have developed their role very well and now have a good knowledge of all aspects of the school's work. They give very good support, are rigorous in ensuring that

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the safeguarding of pupils goes beyond what is required and is good. They ensure that policies, such as those relating to inclusion, are rigorously applied so that all pupils have equal access to good learning opportunities and make similar rates of progress.

Governors are involved well in the school's drive to develop good community cohesion. They have a good knowledge of the local community and actively support family and community events, such as the technology challenge.

Good links with external partners, local schools and parents and carers all add to the support and enrichment provided for pupils to succeed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

The school's focus on high quality care makes children feel very safe and happy in the Nursery and Reception classes. Skilled staff get to know the children very well through close observation and good information sharing with parents and carers. They use this information well to plan learning activities that match the children's interests and help them to develop confidence as independent learners. From often very low starting points, children make good progress in their time in the Nursery and Reception classes. Their good progress in learning letters and sounds is helping children to develop early writing skills, which prepares them well for moving into Year 1.

Despite good teaching and a well-planned curriculum, many children do not reach the goals set for them by the end of Reception, though they have made good progress overall and in some areas of learning, such as in mathematical development, progress is very good. Teachers' excellent attention to recording each child's progress means that



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they are able to spot where a child needs extra support, and there are many instances of individual children making very good progress in order to overcome difficulties. All children find learning exciting and absorbing. Younger children play happily alongside older ones learning from them and following their good example at tidy up time. The many trips and visits the school organises to extend their experience of the world fill children with ideas for play. For example, they thoroughly enjoyed making a list of what to take on their seaside trip and entered fully into the fun of making and selling ice creams at their little 'shop' in the school grounds. Links with parents and carers are good. They have a good involvement in their children's learning through sharing in children's learning in their 'Best Book'. Leadership and management are good. All staff are involved in improving provision. The Early Years Foundation Stage leader has developed excellent assessment and recording systems so that there is a very accurate base for planning the next steps in learning for each child.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers hold very positive views of the school and are delighted with the changes they have seen since the previous inspection. They feel that their children are safe and happy in school and that their learning is improving. Inspectors agree that pupils are extremely well cared for and guided and that they are learning at a better rate than in the past.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roseberry Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	56	19	42	0	0	1	2
The school keeps my child safe	24	53	19	42	1	2	1	2
The school informs me about my child's progress	21	47	22	49	0	0	0	0
My child is making enough progress at this school	19	42	25	56	0	0	0	0
The teaching is good at this school	22	49	22	49	0	0	0	0
The school helps me to support my child's learning	17	38	26	58	0	0	0	0
The school helps my child to have a healthy lifestyle	23	51	20	44	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	29	28	62	1	2	0	0
The school meets my child's particular needs	17	38	26	58	1	2	0	0
The school deals effectively with unacceptable behaviour	17	38	20	44	4	9	1	2
The school takes account of my suggestions and concerns	19	42	25	56	1	2	0	0
The school is led and managed effectively	18	40	23	51	1	2	2	4
Overall, I am happy with my child's experience at this school	19	42	25	56	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 June 2010

Dear Pupils

Inspection of Roseberry Primary and Nursery School, Chester le Street, DH2 1NP

A very big thank you for the friendly welcome you gave to the inspection team and for the help you gave us during the inspection of your school. Many of you told us that your school is a good one and we agree it is. Here's why:

- you work hard and are determined to succeed, so you make good progress in your learning and your personal skills. By the time you leave, most of you have reached the level expected for your age and some of you go a bit further
- you behave well and help lessons run smoothly, and make the school a safe and happy place. It's the kind of school 'Sam', who we saw in assembly, would want to attend, because you are kind and support each other well
- the teachers make lessons interesting and fun and they know exactly what you need to learn next. They also make sure they know your interests so that you learn about things that are important to you in a good curriculum
- you told us that you feel very well cared for and supported in school. We agree that your teachers take extremely good care of you and think that this part of the school's work is outstanding
- your headteacher, staff and governors all want the very best for you and have improved the school well in recent years

There is one thing that we think the school could do to help become even better than it is now and that is to give some teachers extra time to see where more improvements could be made.

We know that you will help them do that by working hard and enjoying school as you do now, and by continuing to make your own suggestions for improvement. We wish you a happy and successful end to the term, and hope that the Year 6 show is as brilliant as they want it to be so they can repay their loan to Mrs Lee!

Yours sincerely,

Mrs Moira Fitzpatrick

Lead Inspector

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