

Roydon Primary School

Inspection report

Unique Reference Number	120848
Local Authority	Norfolk
Inspection number	339789
Inspection dates	26–27 May 2010
Reporting inspector	Judith Dawson

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	Mr Nigel Huddleston
Headteacher	Mr Andrew Parris
Date of previous school inspection	28 November 2006
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Introduction

This inspection was carried out by three additional inspectors. They observed 10 teachers teach 16 lessons and held meetings with groups of pupils, parents, staff and governors. They observed the school's work, and looked at the school's assessments of pupils' progress, school development planning and teachers' lesson plans, the school's policies and procedures, including procedures for safeguarding pupils, and the information provided for parents and carers. They also analysed 112 parental questionnaires.

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

- the impact of the curriculum on pupils' academic and personal development
- the school's contribution to community cohesion and parents' involvement in their children's learning.

Information about the school

The school receives pupils from Roydon and nearby villages, with over a third living in the nearby market town of Diss. The proportion of pupils known to be eligible for free school meals is well below average and almost all pupils are of White British heritage. The percentage of pupils with special educational needs and/or disabilities is below average. The school has the Silver International Schools Award, the Silver Eco Schools Award, and the Activemark. The school meets all the criteria for extended services provision.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is a friendly, welcoming and highly effective school, providing pupils with the best possible preparation for their future lives. As a result, pupils thoroughly enjoy school and attendance is high. To quote members of the school council, 'School does so many things; there is no time to be bored. Teachers make learning fun and there are always things to achieve.' The latter statement sums up not only pupils' attitudes to their learning but also the whole school ethos of striving for the best. Leaders and staff are united in their commitment to providing the best possible education and care for the pupils. They have improved on the already good practice acknowledged at the time of the last inspection through astute monitoring and evaluation of all aspects of the school's work and continuously evolving plans for development. As a result, standards are high and pupils make rapid progress throughout the school. The school is highly inclusive and pupils are extremely well cared for and supported. Pupils are expected to have, and achieve, high levels of care for others, including people from the wide range of world-wide cultures the school has links with. The school has an outstanding capacity for continuous and sustained improvement.

Pupils' high standards by Year 6 and the rapid progress throughout the school are because of the always good, and often outstanding, teaching and learning in lessons. The rich and exciting curriculum is supported by excellent use of external agencies to enhance provision further. Exemplary oral advice in lessons and careful planning to meet the needs of pupils of all abilities ensure that they are challenged and supported extremely well, contributing to their rapid progress. Each pupil has challenging targets which they are well aware of. However, some teachers' marking rarely includes written advice, making it difficult for pupils and parents and carers to see what needs to be done to improve their written work or to identify improvements over time. The high quality teaching in the Early Years Foundation Stage provides good opportunities for children to extend their learning at home. However, staff do not make the most of parents' knowledge of their children's skills and aspirations to ensure seamless learning between home and school and to plan for each child's learning even more effectively. Leaders and managers put pupils' needs at the heart of their work, empowering staff to develop their own methods and styles to achieve this. Pupils have many responsibilities which they carry out conscientiously and effectively. Parents and carers are welcomed in school and are very supportive. Leaders rightly wish to extend their role in school development and involvement in their children's learning.

What does the school need to do to improve further?

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- Help parents and carers to become more actively engaged in their children's learning and build on pupils' excellent attitudes to work by:
 - ensuring that the outstanding oral advice and guidance provided for pupils in lessons is also recorded in their work so that they, and their parents and carers, can see progress over time and know what needs to be improved
 - encouraging children in the Early Years Foundation Stage and their parents and carers to contribute to their records of achievement, including learning and interests at home, to help teachers meet each child's needs and aspirations even more effectively.

Outcomes for individuals and groups of pupils**1**

Pupils join Year 1 with the expected knowledge and skills for their age, especially in their personal development, although communication, language and literacy skills have, until this year, been below age related expectations. By the end of Year 2, standards have been slightly above average over the last three years, and, by the time they leave Year 6, significantly above average in English, mathematics and science. Pupils with special educational needs and/or disabilities have extremely good support, especially those with emotional and behavioural difficulties, enabling them to achieve as well as they are able. Much is expected of each pupil, including the most able, and each responds with enthusiasm and alacrity, thoroughly enjoying their learning. Excellent relationships between pupils and staff and interesting lessons, where a range of skills are needed for pupils to achieve their tasks, ensure that pupils learn cooperatively as well as independently, supporting each other very well. In a Year 6 lesson, for example, pupils worked in pairs to plan their 'great escape', having 10 hours and unlimited funds to get as far away from Diss as possible, using train and flight timetables accessed from the internet. This provided excellent opportunities for them to develop skills for their future economic well-being. Their 'business day', when they plan, prepare and sell items to the school, parents, carers and community to raise money for local charities, also enhances these skills. The excellent provision for sport helps pupils to maintain healthy lifestyles but although pupils know what they should eat to maintain a healthy diet, this is not always reflected in practice.

Pupils feel extremely safe in school and are confident that they can confide in adults and will be listened to. They have an excellent understanding of how to care for themselves and each other and their behaviour is exemplary. They have contributed to the support of a school in India for many years. Younger pupils worked with the Wildlife Trust in an after-school activity to create a wild habitat, supported by a local builder. Their many responsibilities in school include reading partnerships between older and younger pupils, and acting as sports leaders. Their high self-esteem, empathy for others and highly developed moral and social skills shine through their daily tasks. Links with local schools and five others across Europe through the Comenius Project, as well as the many curricular opportunities, ensure that pupils develop a very good understanding of cultural diversity, contributing to the International Schools Award.

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These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils' academic and pastoral needs are met very effectively throughout the school. Teachers display very good subject knowledge and, in almost all lessons, meet the needs of the range of age and abilities within each class extremely well. Lessons are brisk, challenging and very interesting while ensuring that basic skills are reinforced consistently. The highly skilled teaching of letter sounds and blends in Key Stage 1, for example, ensure pupils make rapid progress in reading and that their spelling is good. Pupils know what they are expected to learn, and at the end of lessons are often expected to evaluate their learning. Very effective systems for tracking pupils' progress as well as oral assessment in lessons are used to adjust teachers' planning, provide additional support or challenge and set targets for pupils. However, although this information informs teachers, in some classes pupils have no written comments to refer to, missing opportunities for them to make the best possible contribution to improving their own learning.

The curriculum is lively and relevant because teachers are constantly seeking ways to extend and improve it. There are many carefully planned opportunities for subjects to be

¹ 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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combined to make learning interesting while ensuring that the basic skills are taught effectively. Opportunities for using computers for both work and research are well established across different subject areas. The many and varied extra-curricular activities, including holiday sports activities run by an external organisation as part of the extended schools provision and the Nature club links with the Upper Waveney Valley Project, are very popular and much appreciated by pupils and their parents and carers. These have contributed to the school's successes in gaining the Eco Schools Award and the Activemark.

Staff have exceptional knowledge of their pupils so that pastoral support is extremely well targeted to meet individual needs. Family issues are dealt with sensitively and staff ensure that any changes in pupils' work or attitudes are followed up. Procedures for dealing with day-to-day incidents and accidents are robust and parents and carers are well informed. The very effective provision for personal, social and health education ensures that pupils know how to care for themselves and each other and to become effective members of the community.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior staff are extremely effective in empowering staff and pupils to achieve their full potential in this highly inclusive school. Just before the inspection, for example, a member of staff attained higher level teaching assistant status, while a teacher often supports teachers in other schools. All adults work together extremely well and are very clear about their roles and responsibilities. Resources, especially staff, are deployed very effectively to cope with the difficulties posed by the awkward number of pupils in each year. Astute monitoring of lessons is firmly rooted in the effectiveness of pupils' learning, and the outcomes inform both individual and whole-school development in order to set challenging targets for the future. Governors are knowledgeable and the majority are involved in monitoring the impact of school development, and, when relevant, asking challenging questions. They are involved in discussions about school self-evaluation and plans for improvement. Their statutory responsibilities are met in full. Procedures for safeguarding pupils are robust and the school ensures that all adults working with pupils are vetted in accordance with statutory requirements. Policies and procedures are thorough. The school instantly responded to a concern about an aspect of the school grounds identified during the inspection and action is in hand to address

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this.

The school keeps parents and carers well informed about school issues through newsletters and the website and is always eager to welcome the many volunteers to support pupils' learning. However, leaders struggle to engage many parents and carers in the more formal aspects of school life and their children's work, this aspect forms part of their plans for improvement. However, excellent liaison with other agencies makes a significant impact on pupils' learning and enjoyment of school. Pupils often join other schools in the cluster for musical, academic or sporting activities. Support agencies are used effectively to help individual pupils and families. The school promotes community cohesion extremely well in many ways, both locally and internationally and is seeking to generate more opportunities for pupils to deepen their understanding of the diversity of British society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The two teachers and other staff in the Early Years Foundation Stage work together extremely well to provide outstanding opportunities for the children. They are constantly refining and improving their practice, planning activities that are firmly rooted in helping children to practise their skills and learn new ones. The environment, both inside and out, is stimulating and attractive, encouraging exploration and new learning. Adults teach new skills very effectively and provide opportunities for children to make decisions about their learning within the theme areas. Induction procedures are effective and children settle into school very quickly. As they are learning with pupils in Year 1, they

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have no difficulty coping with the rigours of the more formal learning when they leave the Early Years Foundation Stage. Children are very well cared for and swiftly gain confidence, cooperating well with their peers.

Children from the village have limited playgroup experience before starting school. They have made extremely good progress over the last few terms as the two teachers have refined their practice and created an excellent learning environment. This has resulted in pupils now in Year 1 exceeding age-related expectations at the end of the Early Years Foundation Stage. Teachers in both classes know the children well and track their progress carefully, keeping accurate records of their progress to help them plan future activities. They keep parents and carers well informed about their children's progress but do not encourage parents, carers and children to contribute to their records of achievement or suggest areas of interest to for individuals to explore. However, teachers have begun to involve children in evaluating their learning at the end of a topic and to discuss new themes for the class to study. As a result of this, for example, a planned topic on Transport was changed to 'How Do animals Move?', evolving into 'How do Animals Change?'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about all aspects of the school's provision and the leadership and management. The inspectors agree with the parents' many very positive comments. A small percentage of parents and carers feel that they do not have enough information about their children's progress. Although the inspectors found that the school gives parents and carers plenty of information, they agree that more could be done to help them become more involved in their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roydon Primary 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	58	47	42	0	0	0	0
The school keeps my child safe	69	62	40	36	1	1	0	0
The school informs me about my child's progress	38	34	64	57	10	9	0	0
My child is making enough progress at this school	61	54	49	44	2	2	0	0
The teaching is good at this school	73	65	39	35	0	0	0	0
The school helps me to support my child's learning	57	51	49	44	4	4	0	0
The school helps my child to have a healthy lifestyle	54	48	57	51	1	1	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)	49	44	55	49	1	1	0	0
The school meets my child's particular needs	55	49	50	45	3	3	0	0
The school deals effectively with unacceptable behaviour	46	41	58	52	4	4	0	0
The school takes account of my suggestions and concerns	34	30	70	63	3	3	0	0
The school is led and managed effectively	59	53	51	46	0	0	0	0
Overall, I am happy with my child's experience at this school	67	60	44	39	0	0	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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 May 2010

Dear Pupils

Inspection of Roydon Primary School, Diss, IP22 5QU

Thank you all very much for your friendliness and help when we visited your school recently. We were so impressed with you and your school. You obviously enjoy your learning and all the other things your school has to offer. You and your teachers together have made your school a very special place to be. It was a privilege to be part of your happy, friendly and caring school for a short time. Thank you.

Almost all the things that you and your school do are outstanding. Your work is of a high standard and you make rapid progress because you have excellent attitudes to work, are taught extremely well and have lots of interesting things to learn about. Adults take good care of you and you are kind to each other and those less fortunate locally and around the world. Well done. Those in charge of the school do an excellent job, ensuring that you have the best possible education.

One of the best things about your school is that you and your teachers are always trying to do even better. This means that your school is always growing and changing, making it an exciting place to learn in. A few of your parents and carers feel that sometimes they are not sure about how well you are doing in school. We have asked the teachers of the youngest children to involve their parents and carers in contributing to their 'learning journeys' by adding things that happen at home. The rest of you know your targets and take the wise advice given to you by your teachers in lessons. We would like all of you to have written advice in your books as well, so that you and your parents and carers can see how you have improved over time and know what you need to do to make your work even better. We all remember things better when they are written down!

Well done to you all. We wish you all the very best in the future. We are sure that your experiences in Roydon Primary School will stand you in good stead for the rest of your lives.

Yours sincerely

Judith Dawson

Lead inspector

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