

Romanby Primary School

Inspection report

Unique Reference Number	121312
Local Authority	North Yorkshire
Inspection number	339916
Inspection dates	7–8 July 2010
Reporting inspector	Gill Gleghorn

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	278
Appropriate authority	The governing body
Chair	Mrs P Dennis
Headteacher	Mr J Foxwell
Date of previous school inspection	5 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 13 lessons taught by 12 teachers and held meetings with governors, staff and pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 133 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

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

- the extent to which the school is succeeding in improving pupils' progress in Key Stage 2, particularly in mathematics
- the robustness of assessment and tracking in tackling underachievement and improving progress
- the quality of teaching and how well it contributes to learning
- the effectiveness of monitoring of the school's provision by leaders at all levels
- pupils' awareness of different cultures in the United Kingdom and wider world.

Information about the school

This is an average sized primary school with almost all of its pupils being of White British Heritage. The school's population is stable. The proportion of pupils known to be eligible for free school meals and those with special educational needs and/or disabilities are well below average. The school holds several awards including Healthy Schools status, Activemark for sport and the Quality Inclusion Mark. The Romanby pre-school and out-of-school club, The Cabin Crew are privately run and are subject to a separate inspection.

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 school. Parents and carers agree. Comments, such as: 'I am delighted my children attend this school' and 'My child thoroughly enjoys school' being common. The school is proud of its inclusive nature. It is successful in ensuring pupils with special educational needs and/or disabilities and those who are more vulnerable are well supported. As a result, these pupils make good progress. Relationships are good. Pupils care for each other and work together in harmony. The school takes good care of its pupils so they feel secure and valued, and behave well. They have a good awareness of how to lead active and healthy lifestyles, and enjoy the range of sporting activities provided. Pupils' good contribution to the school and wider community is valued. Pupils' spiritual, moral, social and cultural development is good. The school recognises that it could do more to strengthen pupils' awareness of the variety of cultures and communities beyond the immediate area. Attendance is high, reflecting pupils' enjoyment of school and their positive attitudes to learning.

Teaching is good and ensures that work is engaging, varied and challenging for all abilities. Consequently, from their starting points pupils make good progress to attain above average standards by the end of Year 6. Standards in mathematics remain lower than those in English. Occasionally, the pace of learning of drops and pupils make satisfactory progress. Explanations of what pupils are expected to learn are not always sharply focused. The school's good information about pupils' skills and abilities is used well to target those who are not progressing as well as they could. As a result, these pupils now make good progress. Pupils receive good quality guidance on how to improve their work but are not always given the opportunity to act on this advice. Pupils' information and communication technology skills (ICT) are good.

Central to the school's success is the commitment, ambition and drive of the school's leadership team and the effective way it leads teaching and learning and curriculum development. This, together with the good support from the governing body, ensures that the school has a relentless focus on improving its provision. The school has addressed all issues from the last inspection well. Self-evaluation is rigorous, involves all staff and is focused on improving outcomes for pupils. This illustrates well the school's good capacity to improve.

What does the school need to do to improve further?

- Raise pupils' attainment in mathematics to match those English, by:
 - increasing the pace of learning in lessons

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- ensuring the learning intentions are clear so that pupils know what they are expected to learn in lessons
- providing opportunities for pupils to act on teachers' advice on how to improve their work.
- Improve pupils' awareness of the diversity of cultures and communities in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils**2**

The extent to which pupils achieve and enjoy their learning is good. Pupils behave well, have positive attitudes to learning and are keen to do well in their work. In lessons, they concentrate hard and work equally well in groups or on their own such as when measuring the snakes on a giant snakes and ladders board. They especially enjoy learning when they are engaged in challenging and motivating activities and particularly enjoyed making puppets for a class assembly or writing mystery stories as part of their curricular theme on the police.

From their starting points pupils make good progress to reach standards which are well above average in English and above in mathematics by the end of Year 6. Current standards in English are continuing to improve, particularly for the more able pupils. Standards in mathematics remain lower. Actions taken by the school have resulted in accurate assessment of pupils' attainment, particularly at the end of Key Stage 1. As a result, pupils with special education needs and/or disabilities and those who may be vulnerable are identified and support swiftly allocated. They make good progress.

Pupils' achievement is good in sport and music. They are the proud Town Champions of Kwik Cricket. They have the opportunity to learn to play a musical instrument, participate in quality performances, such as 'What a Knight' and sing enthusiastically in assemblies. As a result, pupils are confident and have high levels of self-esteem. In ICT, pupils have good skills and are confident in applying these across the curriculum. Pupils have a good understanding of enterprise and finance, inventing products for their own 'Dragon's Den'. Along with their good social skills and sense of fairness and justice they are well prepared for the future.

Pupils understand the importance of a healthy diet and keeping fit. They take their responsibilities seriously in school and engage well with the local community. However, their links beyond their locality and their awareness of the multicultural nature of British society are less well developed.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is good overall, although of variable quality across the school. Where teaching is good, teachers use a range of explanations and skilful questioning which involves pupils and guides them through their learning. In these lessons the pace is brisk and resources, including ICT, are used well to engage pupils so they make good progress. There are good relationships and pupils' good behaviour contributes to the positive learning ethos in lessons. Teachers offer much support to help pupils to structure their learning, such as demonstrating paint mixing in a mathematics lesson on ratio and proportion. In some lessons, the pace of learning slows as teachers take too long to explain tasks when pupils could be doing activities to extend their learning. Pupils do not always understand what they are expected to learn as the learning intentions are not always clear. Teaching assistants are used very effectively to support pupils with special educational needs and/or learning difficulties which impacts well on their good progress. Marking is very positive and tells pupils how to improve their work. However, pupils are not always given the opportunity to act on this advice in lessons.

The curriculum is good. The thematic approach motivates and engages pupils impacting on their good progress and personal development. Pupils' interests are considered and they have high levels of involvement when planning the themes, such as 'When Cultures Collide'. Pupils speak enthusiastically about the range of interesting events and visits and particularly enjoyed the visit to York Minster and the animation cinema night for parents and carers. The increasingly effective curriculum is helping pupils to develop an awareness of how others live in the wider world. Pupils' understanding of the nature of the multicultural society in which they live is an early stage of development.

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The school's care and support for pupils, particularly those with special educational needs and/or disabilities, is good. The good relationships ensure that pupils trust staff and are ready and willing to learn. The use of additional adults to support learning is sensitive and well focused. Procedures for looking after vulnerable pupils are secure and include good links with outside expertise. Pupils know their targets but say they are not always aware of the progress they are making towards them.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership of the headteacher has been decisive in driving improvement since the last inspection. There is a clear vision and commitment to raising standards. Procedures for assessment, tracking of pupils' progress and the richer curriculum have improved pupils' attainment and progress, particularly in English. The school recognises there is still work to be done in improving attainment in mathematics. Leaders of the areas of learning have clearly delegated roles and responsibilities, contribute to school improvement and know they are accountable for raising pupils' attainment and rates of progress. Training, by senior staff, has ensured subject leaders are becoming skilled in monitoring, which is impacting on improving the quality of teaching.

The governing body have a good understanding of the school's priorities for development and have a range of complementary skills. For example, one governor regularly plays the piano in assemblies. Governors meet with staff and pupils to discuss school initiatives. Along with the good analysis of data provided by the school they are able to monitor and challenge the school's performance. They are influential in shaping the direction of the school. Safeguarding arrangements are good and are rigorously reviewed by the governors.

The school promotes equal opportunities with all pupils achieving equally well. Any discrimination is tackled decisively by the school. The school's promotion of community cohesion is good. Good links have been established globally with schools in Ghana and The Czech Republic. Plans are in place to develop links with a school in Middlesbrough.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Children achieve well in the Reception class. They start school with a level of skills that are broadly as expected for their age. They make good progress throughout the Early Years Foundation Stage and when they start Year 1 their overall attainment is above average, particularly in personal and social development.

Children settle very quickly and happily into routines because teachers make sure they get to know children and their parents before they begin school. They respond to the happy atmosphere created by staff by behaving well, feeling safe and showing care and cooperating with each other.

The quality of teaching is good and staff generally use assessment information well to plan activities across all areas for small groups of children. Some whole-class activities, however, can lack challenge for the higher-ability children and data is not used as well as it could be to support the transition into Year 1. Outdoor provision is good and children enjoy exploring and role play in the pirate ship, which they have made together with their teachers. Children confidently access activities they can choose for themselves. They know the importance of hygiene to keep healthy.

The provision is well led and managed jointly by two members of staff. They have a clear picture of strengths and what needs to be done to improve further. Procedures to ensure children's welfare are good and meet statutory requirements. Partnerships with parents and carers and community links support the development of the provision and children's progress well.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Almost half of parents and carers returned the questionnaires to express their views of the school. The vast majority of these praised the work of the school. The replies praised, in particular, how much their children enjoy school, how safe their children are and the quality of the leadership and management. Several expressed concerns about the school's management of behaviour. The inspectors found no evidence to support any concerns about the behaviour of pupils overall.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Romanby 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 278 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	162	59	105	38	4	1	1	0
The school keeps my child safe	164	60	99	36	5	2	0	0
The school informs me about my child's progress	113	41	138	51	20	7	0	0
My child is making enough progress at this school	129	47	112	41	24	9	6	2
The teaching is good at this school	136	50	123	45	9	3	1	0
The school helps me to support my child's learning	112	41	135	49	15	5	4	1
The school helps my child to have a healthy lifestyle	127	47	125	46	18	7	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)	115	42	126	46	14	5	6	2
The school meets my child's particular needs	117	43	133	49	17	6	2	1
The school deals effectively with unacceptable behaviour	109	40	127	47	25	9	1	0
The school takes account of my suggestions and concerns	107	39	130	48	16	6	5	2
The school is led and managed effectively	157	58	96	35	10	4	1	0
Overall, I am happy with my child's experience at this school	155	57	106	39	9	3	1	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.



13 July 2010

Dear Pupils

Inspection of Romanby Primary School, Northallerton DL7 8BL

I am writing to thank you for the part you played in the recent inspection. My colleagues and I really enjoyed meeting you, watching you work and hearing your views. You go to a good school that knows what to do to improve. You are polite and helpful and care for each other well. You behave well in lessons and in the playground. We could tell that you enjoy school by the way you worked and played together. Parents and carers agree. Your high attendance is impressive and reflects your keenness to learn.

Your school takes good care of you. Staff know you well and help you with any problems you may have. As a result, you feel safe at school. We were impressed with the way you take on responsibilities around school, particularly your preparations for the Summer Fair. We hope it was successful.

To make your school even better, I have asked your headteacher and the staff to do the following:

To help you to do as well in mathematics as you do in English we want the school to:

- make sure you know and understand what you are learning in lessons
- ensure your lessons move at a faster pace so you will be able to settle to your work quickly
- make sure you have time to improve your work in class after teachers have marked it.

I have also asked that you have more opportunities to learn about other peoples' lives, particularly those who live in this country.

You can help by carrying on being the delightful children you are and continuing to do your best.

Yours sincerely,

Gill Gleghorn

Lead Inspector

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