

Roecliffe Church of England Primary School

Inspection report

Unique Reference Number	121583
Local Authority	North Yorkshire
Inspection number	314046
Inspection date	5 November 2008
Reporting inspector	Rosemary Rodger

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	84
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	Rev Philip Smith
Headteacher	Miss Eve Morris
Date of previous school inspection	26 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Roecliffe Boroughbridge York North Yorkshire YO51 9LY

Age group	4–11
Inspection date	5 November 2008
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the standards of writing and the achievement of boys in Key Stage 1
- provision and learning in the Foundation Stage
- the impact of the headteacher's leadership and management.

Evidence was gathered from discussions with the headteacher, two governors, all teaching staff and a group of pupils. In addition, parts of lessons were observed, school documents, samples of pupils' work and the parent questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments were not justified. These have been included where appropriate in this report.

Description of the school

This is a smaller than average sized school in a small village on the outskirts of Boroughbridge. The area served by the school is advantaged socially and economically. Pupils attend the school from a wide area with very few pupils living in the village. Most pupils are of White British heritage. There are no pupils eligible for a free school meal. There is a below average proportion of pupils with learning difficulties and/or disabilities. Recent awards include Artsmark Gold, Healthy School status, Activemark and Basic Skills Award. The headteacher took up post in September 2008 and all teaching staff are in their first or second year of teaching.

Children in the Early Years Foundation Stage (EYFS) are taught in a single age Reception class. Since April this year, EYFS children have also been able to attend a pre-Reception class in the summer term prior to starting school the following September.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Roeclyffe Primary is a good school that is well respected by parents. This is reflected in comments such as, 'Our children are very happy and progress well' they enjoy after-school clubs, for example, 'Funky Fitness' and 'Eco Warriors'. The headteacher provides a clear steer for the school's development and has created a strong staff team with shared values and high expectations for the school's continued success. All pupils, including boys at Key Stage 1, achieve well, making good progress from starting points that are generally above expectations when they begin the EYFS. Inspection evidence shows that standards in English, mathematics and science are exceptionally high by the time pupils leave the school. In recent years, progress in writing has dipped at the end of Key Stage 1. However, this is now improving as a result of recent improvements to teaching and the drive of the headteacher to implement changes and provide staff with up-to-date training opportunities.

The personal development and well-being of the pupils are good with outstanding features notably in their excellent attendance levels. Parents and pupils praise the recent improvements in behaviour. This mirrors the inspection findings where generally, pupils were found to have good attitudes to learning and to participate well in lessons. Behaviour in and around school is good. Older pupils take their responsibilities as school councillors seriously and play a key role in settling the youngest children into school, by acting as 'buddies'. Pupils consider that they are fit because they have weekly swimming throughout their time in school and have engaged in many physical activities to achieve the Activemark award. They say they feel safe because of the good quality care and concern shown by their teachers. Pupils vividly described their escape route through the windows in a practice fire drill. Everyone's enjoyment is palpable throughout school with pupils citing the pleasures they get from many educational visits that support their learning. Pupils described the 'culture shock' visit and festivals held in school as ways that help them to develop their understanding of cultures different to their own. They contribute compassionately to local and global communities through extensive fund-raising. Pupils develop economic awareness as part of their role on the school council, as they campaign to improve the playground for all pupils. The pupils' spiritual, moral, social and cultural development is good.

The quality of teaching is good. The headteacher has ensured that all staff attend relevant training, for example, to improve the assessment strategies they use. As a result, pupils understand what they are intended to learn and are increasingly involved in assessing their own progress. Older pupils in particular express a good understanding of the need to refer to their targets, which are displayed around the classrooms. Steps to improve the marking of children's work are developing slowly, but there is some inconsistent practice across the school. Consequently, pupils do not always know how they can improve their work. Particular features of good teaching include briskly paced lessons, probing questions and good use of visual stimuli, such as newspaper headlines and news broadcasts, to improve interest and motivation in literacy lessons. This is having a good impact on improving achievement in writing. Displays such as 'learning walls' provide exemplary guidance to pupils as well as celebrating their work. The good curriculum is enriched by a variety of after-school clubs that are contributing well to developing pupils' healthy lifestyles, their awareness of the environment and what needs to be done to protect it. Recent changes to the curriculum have extended the links between subjects and provided more opportunities for the pupils to apply their basic literacy, numeracy, and information and communication technology (ICT) skills. For example, Year 3 pupils applied

their improved writing skills to work they were doing about Henry VIII, labelling sketches of the village church and composing their own prayers. Older pupils are skilled in using ICT to make impressive presentations of their work. Pupils' care, guidance and support are good. Arrangements to safeguard the pupils meet requirements. Pupils with learning difficulties and/or disabilities are fully included in lessons and very well supported by a team of talented teaching assistants. This effectively ensures that the individual needs of pupils are met enabling them, for example, to make a full contribution to class discussions.

Leadership and management are good. Parents are fulsome in their praise, citing the way the school is moving forward 'at a great pace' and the insistence on 'good discipline'. The headteacher has quickly grasped the ethos of the school and parents feel, 'she has her finger on the pulse of the school'. They are happy that their children are treated as individuals, especially those needing additional support, where progress, according to one parent, 'has been nothing short of astonishing'. The self-review completed by the headteacher since her appointment is an accurate analysis of the school's needs. Already, several improvements are clearly evident, for example, the behaviour of pupils. Links with the local and wider community are good and well established through the close links with the church and visits to other places of worship, for example, a synagogue. As a result, the school makes good provision for the pupils to learn about and understand religious and cultural diversity and makes a good contribution to community cohesion. Governance is good. Governors support the school well and play a key role in monitoring the school's work. Their astuteness in recent appointments is very evident in the good quality teaching seen during the inspection. The school gives good value for money and has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the EYFS is satisfactory. When children start in Reception, they are working at above age-related expectations. This was well exemplified in their ability to share their experiences of bonfire night customs and the consequences for their pets or animals. They chat confidently and listen well to each other. Children have a good understanding of numbers and count with confidence. The quality of teaching is satisfactory. A high priority is given to word and letter recognition and basic numeracy skills. Teaching assistants provide a good level of support that enables children to have access to a well-resourced outdoor area and develop good physical skills. There are aspects of personal, social and emotional development that are less well developed because of the lack of opportunities for children to work independently. Progress is satisfactory overall. As acting leader of EYFS, the headteacher has rightly identified this as an area for immediate improvement. A leader for EYFS will take up post shortly. Parents are generally very happy with their children's introduction to school and say they settle well, especially in the summer term pre-Reception class. The care and welfare of children in the EYFS is given the same good priority as the rest of the school.

What the school should do to improve further

- Provide more worthwhile opportunities for children in the EYFS to learn independently and make faster progress.
- Improve the marking of pupils' work to help them understand the next steps in their learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The 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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
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	1
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	1
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?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you all for helping to make my day in your school so enjoyable. I am just sorry I was not able to stay longer to read your 'flood reports'. It was good to speak to so many of you and to see all the interesting work you do in school. I have judged your school to be good. The reasons why are listed below.

- Everyone enjoys school and says they are safe and well cared for.
- Behaviour is good in most classes and you all work hard.
- You reach exceptionally high standards in the Year 6 national tests each year.
- The actions by your headteacher to improve your writing are having a good impact.
- Your teachers are kind and help you to learn.

I have asked your school to do the following to make your school even better.

- To improve the some of the activities for the children in the Reception class so they all make good progress.
- To make comments on your work when it is marked that tell you what you need to do next to improve.