

# Roecliffe Church of England Primary School

Roecliffe, Boroughbridge, York, North Yorkshire, YO51 9LY

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Good teaching overall with some that is outstanding means that pupils' attainment in reading, writing and mathematics is high and their progress in English and mathematics is good over time.
- Leaders enable pupils to experience a rich and exciting range of subjects and other learning experiences.
- Behaviour is outstanding with pupils displaying very strong attitudes to learning.
- The school enjoys positive relationships with parents, and pupils say they enjoy and are proud of their school, demonstrated by their excellent attendance.
- Very strong teaching and very helpful support sessions for the youngest pupils in phonics (linking letters with the sounds they make) enables them to achieve well in the phonics screen check and to have good standards of reading for their age. There is also rapidly improving progress of the youngest pupils in their reading.
- Children in reception make excellent progress. They enjoy a wide range of outdoor and indoor activities which engage and stimulate them and enable them to lead their own learning on a regular basis.
- The governors support and challenge the leaders in the school and, as such, have a firm understanding of what is already being done well and where improvement is needed.

### It is not yet an outstanding school because

- Pupils' progress in mathematics by the end of Key Stage 2, although above average, does not yet demonstrate outstanding progress, which is seen in writing.
- The progress of the most-able and least-able pupils is not as strong as the other pupils' progress in the school.
- There is not enough outstanding teaching. A minority of lessons requires improvement, occasionally relating to the level of consistency in challenging pupils through the work set. Equally, more is needed to support pupils in mathematics so they know how to improve through the teachers' written feedback.

## Information about this inspection

- The inspector observed seven lessons, one of which was a shared observation with the headteacher.
- The inspector listened to Key Stage 1 and Key Stage 2 pupils read. The inspector also talked with a group of pupils from Year 2 to Year 6. In addition, the inspector talked informally with pupils on the playground at break time. The work in pupils' books was seen.
- Discussions were held with the headteacher and middle leaders, members of the governing body and a representative from the local authority.
- The inspector considered the views of parents from the Parent View survey to which 49 parents responded.
- The views of teaching and non-teaching staff, which were expressed in the 12 responses to their questionnaire, were considered.
- A range of documentation was examined including information on safeguarding, the performance management of staff, the progress and attainment of pupils, the school's view of its performance and plans for improvement, attendance records, behavioural records and the records of monitoring the quality of teaching.

## Inspection team

Fiona McNally, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Roeclyffe Church of England is much smaller than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well below average. There are no pupils in the school who speak English as an additional language.
- The proportion of disabled pupils, those with a statement of educational needs and those who need extra support at school action and school action plus, is well below average.
- The proportion of pupils for whom the school receives pupil premium funding, ( additional in this school for pupils known to be eligible for free school meals or are looked after), is well below average.
- The school meets the government’s current floor standards which set the minimum expectations for pupils’ attainment and progress in English and mathematics by the end of Year 6.

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

- Ensure that teaching is consistently at least good and more is outstanding to improve progress, particularly in mathematics, by:
  - ensuring that all lessons include tasks which closely match the needs of all pupils, especially for the most- and least-able pupils
  - ensuring that marking and feedback is used consistently across the curriculum to help pupils to have a clearer understanding of how to improve their work
  - ensuring that teachers check pupils’ understanding of the learning consistently and regularly and use this information to move the learning on appropriately
  - increasing the opportunity for pupils to reinforce and apply their mathematical skills in other subjects.

## Inspection judgements

### The achievement of pupils

is good

- From their starting points in the school, where pupils enter reception class with skills and abilities which are generally typical for their age, pupils make good progress by the time they leave in Year 6. More recently, progress at the bottom end of the school has improved and the youngest children are now making outstanding progress through the Early Years and Foundation Stage with a very high proportion of children leaving reception having achieved a good level of development, which is consistent across the skill areas.
- By the end of Key Stage 1, the standards of pupils' reading, writing and mathematics are significantly higher than the national average. This reflects a consistently strong picture of attainment over recent years at the end of Key Stage 1.
- By the end of Key Stage 2, pupils make good progress. While progress in reading is not yet outstanding, the school is successfully giving it high priority. As a result, reading standards by the end of Year 6 are much better than the national average and the progress of the very youngest children in reading is improving well. Pupils' progress over Key Stage 2 in writing is especially strong, where boys in particular demonstrate progress which was well above the national average. The progress of pupils in mathematics is good although some most-able and less-able pupils do not make good progress in line with national averages and has been rightly identified as an area for improvement by the school.
- The progress of pupils who are still in the school shows that there are some inconsistencies between how well pupils progress in each year. At certain points, progress slows and at other times it is more rapid, which means that overall the progress of pupils is good, rather than outstanding, by the time they reach the end of Year 6.
- The outcomes from the checks made in pupils' understanding of letters and sounds as well as the progress pupils make in phonics lessons show that their progress in phonics is very strong and has improved in the two years of the check. Strong subject knowledge of teachers and teaching assistants means that lessons are purposeful and there is very strong support for pupils who receive extra support for their reading. Pupils who read for the inspector were able to use a range of strategies to identify and read unfamiliar words and demonstrated a good level of reading for their age.
- The school is careful to ensure that there are equal opportunities for all groups in the school and there are no significant differences between the performance of boys and girls.
- There are too few pupils with special educational needs to make useful comparisons with other pupils in the school and nationally. However, the individuals with these needs receive good targeted support which helps them make good progress. This is the same for pupils for whom pupil premium funding is intended.

### The quality of teaching

is good

- The majority of lessons observed during the inspection was good or better, although a small minority of teaching observed required improvement. Over time, teaching in the school is good and this came through a detailed scrutiny of pupils' work in English and mathematics and of the pupils' topic work, as well as the outcomes of pupils.
- In the best lessons, teachers are very clear about what pupils will learn and have high expectations of what pupils can achieve. Accordingly, teachers plan activities which match the needs of pupils well, which generates a lot of enthusiasm and participation from the pupils. However, this is not seen consistently and there are times when the most-able are not challenged to move forward rapidly enough. Equally, the least-able are not consistently given the necessary support to move forward and there are occasions when learning is moved on too quickly for them. This means these pupils are unable to make the connections securely between prior learning and new learning which is more complex.

- The teaching in mathematics is not as strong as teaching in English and there are fewer opportunities for pupils to apply their mathematical skills in real-life situations or in various subjects in school. This means that progress in mathematics is less strong than in writing and reading. Equally, the written feedback pupils receive for the work they do in mathematics is not useful enough in supporting pupils to know what to do to improve and move forward in their learning.
- In the stronger practice, teachers take every opportunity to check pupils' understanding and use the information to support pupils effectively where necessary and challenge them to take learning to the next stage where appropriate.
- Where teaching provides activities which are set at the right level for individuals the pupils show high levels of engagement and enthusiasm for their learning which, in turn, supports the progress in the lesson. Teachers aim to plan lessons where pupils have regular opportunities to work more independently or in groups with their peers. For example, where pupils had freedom to choose activities in an outdoor reception class, children consistently used each other to ask questions before checking with the teacher. This demonstrated the children's capacity to manage their own learning.
- As well as a strong focus on learning letters and sounds, pupils also have a session once a week with a teaching assistant in 'bookworm club'. The focus of the sessions is to introduce pupils to books they would not normally choose and to ensure that they consider a variety of authors and genres of books. As a result, as well as understanding the mechanics of reading, through phonics lessons, the 'bookworm lessons' generate a passion for reading. The impact of this was that pupils of different abilities spoke to the inspector very knowledgeably about their reading and older pupils were able to talk in sophisticated terms about the main themes of the books they were reading.

### **The behaviour and safety of pupils are outstanding**

- Pupils enjoy their lessons and demonstrate very positive attitudes to learning. This is seen in the way they immediately respond to teachers' instructions, especially when they refer to a learning activity. The pupils who spoke with the inspector are very proud of their school, saying 'Teachers are always making learning fun.' Pupils' enjoyment of school is supported by their excellent attendance and punctuality to school.
- Pupils' behaviour around school is exemplary and this is especially seen at break times and in the playground. Pupils of all ages play well together and make full use of the large variety of apparatus available to them. Older pupils love having roles of responsibility; Years 5 and 6 pupils take turns in being 'shed monitors', organising the apparatus and ensuring that pupils take turns with equipment. 'Buddy monitors' look after the 'buddy bench', where any pupil who feels sad or needs to talk to someone can go. Buddy monitors are valued because they will listen to the pupils and help them to feel included in games.
- Pupils have a very strong awareness of how to use the Internet safely. Pupils know what bullying and cyber-bullying are and say that it is very rare but if any type of bullying does happen, they know they can talk to a member of staff and that it is dealt with immediately. They talk clearly and in detail about the reward system in school and how they can earn rewards. Equally, the pupils know when they would receive a sanction for poor behaviour and say, 'You wouldn't keep on misbehaving because the sanctions get worse – you can lose your golden time.'
- Virtually all parents who completed Parent View questionnaire are satisfied that their child is safe and happy in school and that the behaviour of all pupils is good. Staff are also unreservedly positive about pupils' behaviour and the consistency with which behaviour is managed by staff.

**The leadership and management are good**

- The headteacher, ably supported by the middle leaders in school, ensures that the values of respect for others and tolerance are reflected in excellent relationships across the school between pupils and between pupils and adults.
- The headteacher and middle leaders regularly and robustly evaluate the quality of teaching by checking on the pupils' work across the subjects. Consequently, they are well-placed to make detailed plans for what needs to improve in order to have a higher proportion of teaching which is outstanding in the school. Both teachers and teaching assistants have good subject knowledge and leaders support less experienced teachers well to help them increase their skills and confidence in delivering lessons.
- The headteacher has a variety of strategies to track pupils' progress and mostly she evaluates the data accurately. However, there are a few areas where some of the pupils' achievement is considered by the school to be better than it actually is. However, in the writing of the school development plan the headteacher and other leaders, including governors, have accurately identified the current strengths in teaching and achievement as well as the key priorities for further development.
- The headteacher and middle leaders have good systems for managing staff performance. Teachers are clearly aware of the link applied between pupils' achievement and salary progression. Targets are set and reviewed annually for teachers and teaching assistants and at these times the staff's aims for professional development are also discussed and planned. Staff say that courses are well-chosen and they receive good advice for training. The impact of this is seen in the training and deployment of teaching assistants who make a strong contribution to the younger pupils' outcomes in phonics and reading.
- The curriculum is varied and stimulating for pupils, contributing to their positive attitudes to learning and good progress by the end of Year 6. There are many opportunities for pupils to reinforce reading and writing in a variety of themes, although there are significantly fewer opportunities for pupils to reinforce and apply their mathematical skills in other subjects. Pupils talk passionately about the topics they study termly and the visits and trips linked to their topic work. Pupils enjoy visits from people of interest, such as the poet Ian Bland, and from local charities, for which they raise money. They have access to many activities outside of school such as music, art and sport. These learning opportunities give strong support to pupils' spiritual, moral, social and cultural development.
- The new funding for primary sport and physical education has been allocated to provide a wider range of sporting opportunities such as dance and swimming. It has also been used to extend the pupils' access to entering into sporting competitions through the funding of transport to other schools. There is also a coach who comes into the school to provide expert teaching of sport and to support teachers in the school to develop their own skills in the teaching of sport.
- Arrangements for safeguarding pupils meet statutory requirements.
- The local authority provides the school with an appropriate level of support and recognises that the school is doing well and what the areas for improvement are.
- **The governance of the school:**
  - The governing body provides good support and challenge for the school. Governors are aware of the school's strengths and areas for development and monitor the progress of the school development plan. They challenge the headteacher in terms of the spending of funds and the achievement of pupils. They are knowledgeable about the quality of teaching in the school and reward good performance based on the teachers' success in helping pupils to achieve well.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121583
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	425952

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Jarvis
<b>Headteacher</b>	Kerry Dalton
<b>Date of previous school inspection</b>	5 November 2008
<b>Telephone number</b>	01423 322302
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