

Roydon Primary School

Manor Road, Roydon, Diss, IP22 5QU

Inspection dates 10–11 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Effective leadership by the headteacher, other school leaders and governors has improved the quality of teaching and raised pupils' achievement so they are both now good.
- Governors play a full and active part in determining the direction of the school and checking that school leaders' decisions are the right ones.
- School leaders are quick to spot weaknesses in learning and to make effective changes.
- Pupils are well behaved in lessons and around the school. They try hard, particularly when teaching is interesting and subjects well presented.
- Pupils feel safe in school because school staff do all they can to ensure pupils' safety.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Teaching is good because good-quality training means teachers have accurate subject knowledge.
- Teaching assistants, too, are well trained in the extra work programmes they do with pupils. As a result, pupils make good progress.
- Pupils' progress is checked regularly and this information is used to change the content of their lessons if necessary.
- The vast majority of pupils reach the expected standard in reading, writing and mathematics by the time they leave the school, and an increasing proportion exceed this.
- Early years provision is good; children make good progress in the Reception classes and are well prepared for Year 1.

It is not yet an outstanding school because

- Year 1 pupils do not all have similar learning opportunities appropriate for their age to prepare them well for Year 2.
- Parents are not always kept well informed, and in a timely fashion, about changes in the school that affect their children.
- Pupils do not have enough opportunities to develop their reasoning skills, think things through for themselves, or solve problems, particularly in mathematics.

Information about this inspection

- The inspectors observed learning in 12 lessons, including all year groups, and in a range of subjects. Most observations were carried out jointly with the headteacher or deputy headteacher.
- The inspectors met with the headteacher; the deputy headteacher; members of the governing body; subject leaders; 'leaders of learning' (phase leaders); parents; and pupils. An inspector also spoke to a representative of the local authority.
- The inspectors looked at pupils' work and heard a group of pupils read.
- The inspectors considered documents about the school's self-evaluation, plans for improvement and arrangements to ensure that pupils are safe.
- The inspectors took account of the views expressed by parents in discussions and in the 52 responses to Ofsted's online survey, Parent View. The inspectors also took account of the 38 responses to the questionnaire returned by staff.

Inspection team

Bob Greatrex, Lead inspector

Additional Inspector

Patrick Amieli

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Children in the Reception classes attend full time. Every class has two year groups. The precise arrangement varies from year to year. Currently, there are two classes with children from Reception and Year 1, two with Year 1 and Year 2 pupils, two with pupils from Year 3 and Year 4, one with pupils from Year 4 and Year 5, and two with Year 5 and Year 6 pupils.
- Most pupils are White British.
- The proportion of pupils eligible for the pupil premium is well below the national average. The pupil premium is additional funding for pupils who are looked after by the local authority or known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school is part of an informal group of local schools that remain independent of one another but work cooperatively.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate pupils' progress by making sure that:
 - pupils have sufficient opportunities to use their reasoning skills to solve problems, particularly in mathematics, so that they deepen their understanding of key concepts and techniques they are studying
 - all pupils in Year 1 experience a similar range of appropriate learning opportunities so that they make good progress and are prepared well for Year 2.
- Communicate more effectively with all parents, in a timely fashion, to secure their support and to ensure that they are better informed.

Inspection judgements

The leadership and management are good

- Since the previous inspection, school leaders have changed the mind-set of the school and created a culture where effective teaching and good behaviour are promoted. Staff and pupils share and support this ethos so that it thrives. Public displays celebrate and remind everyone of the school's values.
- Teaching is good because school leaders manage teachers' performance well. By giving clear points for improvement after lesson observations, linked to good-quality training, leaders ensure teaching improves.
- Leadership at all levels is good and this has been a significant factor in the school's improvement. The headteacher and deputy headteacher form an effective team with complementary skills.
- Subject leadership is highly effective. Staff work in teams to lead, for example, the 'sciences' or 'arts'. They share a good level of expertise and deploy their combined efforts for whichever group of subjects is the school's current focus. 'Leaders of learning' in each key stage check that pupils in the same year group but different classes receive similar experiences. They have recognised this is not always the case for pupils in Year 1.
- The school's self-evaluation is accurate and identifies the areas needing improvement. Leaders at all levels take these forward by drawing up and implementing effective plans for action. Staff are pro-active and move quickly when results are relatively low; for example, in 2013, in phonics (the understanding and application of the sounds made by letters and words) and grammar, punctuation and spelling.
- Pupils' spiritual, moral, social and cultural development is good. Pupils' views are regularly sought, supporting their personal development. All pupils learn successfully the rights and responsibilities of citizens in modern British society and develop a good understanding of values, such as tolerance and fairness, which underpin it. This prepares them well for life in modern Britain.
- Pupils experience a wide range of good learning opportunities, often extended and enriched by visits. Good links between subjects deepen pupils' understanding. However, there are too few opportunities that challenge pupils to use their reasoning skills and think problems through for themselves.
- The school uses pupil premium funding effectively, particularly to provide and train extra teaching assistants to give extra support to disadvantaged pupils which helps to improve their academic progress.
- Primary school sports funding makes a positive contribution to pupils' physical development and well-being. More pupils are now involved in a wider range of energetic activities, such as handball. Pupils understand the importance of exercise to health. Specialist coaching arranged by the school has helped to improve pupils' skills and techniques, as well as giving staff guidance on how to improve their teaching.
- Staff do all they can to see there is no discrimination and that everyone is respected and treated equally. Nearly all pupils have equal access to the many learning opportunities the school offers, but the Year 1 pupils who are taught with Reception children have very different experiences to those taught with Year 2 pupils. As a result, when they come together again in Year 2, some are better prepared than others.
- Parents are positive about the school; about four in every five responding to the online survey would recommend the school. The website is an excellent tool giving parents a wide range of information. However, day-to-day communication with parents does not always keep them informed, in a timely fashion, about what is happening at school. Parents find this frustrating.
- The school benefits from informal links with other local schools. Teachers work together, sharing ideas and expertise, for example to write a calculations policy so all pupils transfer to high school with identical prior knowledge. Right from the start of the Reception Year, children experience working and competing with pupils in other schools.

- Since the previous inspection, the local authority support has been beneficial. School leaders particularly benefit from advice and training, and affirmation that their plans and priorities are the right ones.
- The school's arrangements for safeguarding pupils are good; statutory requirements and procedures are applied consistently by all adults. As a result, pupils say they feel safe in school.
- **The governance of the school:**
 - Governance is effective; it is much improved since the previous inspection because governors have implemented the recommendations of their review. Governors contribute fully to school development.
 - Strong emphasis is given by governors to regular training. As a result, they are more confident of their individual and collective roles and responsibilities.
 - Governors know the school well. Governors question each school leader when they present their plans for action in their areas of responsibility. On their regular visits to school, governors check on progress.
 - Governors carefully analyse the information they receive about pupils' achievements, compare it with what they see for themselves, and ask searching questions of school leaders.
 - Governors have a clear understanding of how staff are managed so that good teaching is rewarded and underperformance tackled. They have an accurate understanding of the quality of teaching.
 - Governors check financial spending very carefully and have a good understanding of the positive impact that the spending of additional funds, such as pupil premium and sports funding, has on pupils' achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. There have been no exclusions since the previous inspection. The vast majority of parents responding to the online survey agreed that behaviour is good.
- Pupils are keen to learn, and particularly so when challenged. In one class, for example, the teacher leaves questions on display and pupils often voluntarily take the time and trouble to answer.
- Pupils respond very positively to the responsibilities they are given in school. They show confidence and maturity when leading assemblies, whether explaining how charity events will be organised or school council members leading discussions of concerns and asking pupils what should be done.
- Year 6 pupils enjoy the custom of designing their own t-shirts for their final year at the school. Younger pupils look forward to their turn to enjoy this privilege. It gives them an example of 'tradition', an important part of life in modern Britain.
- Pupils enjoy a good range of experiences which make a valuable contribution to their academic and personal development. They say residential visits, for example, include many different experiences which enable them to challenge themselves while in a safe environment.
- Attendance is broadly average. Persistent absence is below average because the school works closely with parents to overcome any difficulty. Punctuality is good.

Safety

- The school's work to keep pupils safe and secure is good. Arrangements to ensure all adults are thoroughly checked are applied fully. The wide range of equipment and many different areas in the school grounds are checked regularly. As a result, pupils say they feel safe and secure, and the vast majority of parents agree.
- Pupils say that incidents of bullying are rare, and that they are confident staff would quickly resolve any concerns or worries they might have. Older pupils, in particular, are able to distinguish between bullying and the ups and downs of normal friendship.

- Pupils have a very good understanding of the potential dangers of the internet and social media, and know how to keep themselves safe online.
- Equally, careful and clear explanations by staff and visitors give pupils good understand of a wide range of other potential dangers from road safety to drug misuse.

The quality of teaching is good

- Staff create a trusting atmosphere in class where pupils feel safe and able to 'have a go' because they know other pupils will respect them for trying.
- Teachers watch and listen to their pupils, and change their lessons accordingly. If pupils struggle, they may break the work into smaller steps; if pupils clearly understand, teachers move the learning on quicker.
- Pupils say their teachers' marking gives them a clear understanding of what they have achieved and where they still need to practise. When appropriate, their teachers sometimes explain again and give them another example to check they understand this time.
- Information and communication technology (ICT) is used well, and increasingly so. Pupils' interest is engaged when they are provided with some very visual tasks. Pupils are taught how to use ICT effectively as a tool for learning in a range of situations; for example, to research. Online homework, so pupils can work at their own pace and in their own time, is a recent innovation that excites pupils.
- A good number of additional adults make an effective contribution to pupils' learning because they are well trained in the extra activities they use to help pupils. They enable disadvantaged pupils, and those who have special educational needs, to benefit significantly.
- Speaking and listening skills are taught well. In a Year 1 and 2 class, for example, during a discussion of a carefully chosen photograph, pupils are asked to articulate either their interpretation of what they see, and why they think that, or a question they would like to ask about it. They listen closely and often comment on each other's thinking.
- Reading is taught well. Staff have undertaken effective training in phonics teaching, for example, so all use similar methods. As a result, pupils are thoroughly familiar with the techniques teachers use in all classes to promote these skills.
- The teaching of writing is good. Standards in grammar, punctuation and spelling were relatively low in 2013, and leaders' accurate analysis pinpointed a particular weakness in spelling. Teaching methods changed and, as a result, standards are improving year-on-year.
- The teaching of basic mathematics' skills is good. Teachers all use the school's calculations policy so pupils learn skills such as addition and subtraction identically and confusion is avoided. However, teachers plan too few opportunities for pupils to reason and problem-solve, and so extend their understanding of the key ideas and techniques they use. In addition, even when given opportunities, pupils are sometimes told how to do something when they would benefit from figuring it out for themselves.
- Although teachers plan together closely so that pupils in the same year group have similar experiences, this is not the case for pupils in Year 1. This means that pupils are not all equally well prepared for Year 2.

The achievement of pupils is good

- Across the school, the progress of the vast majority of pupils is good, as shown by the school's accurate and regular assessments and the evidence confirmed by inspectors.

- The results of the Year 1 national screening check of phonics compare favourably with those found nationally. In 2014, the results were well above the national figure. This year, school information and inspection evidence suggests the proportion will be similar.
- In 2014, the proportion of pupils reaching the expected level at the end of Year 2 was similar to the national average in reading and mathematics, and above in writing. However, the proportion reaching a higher level was well below the national average. Good leadership identified this and provided more support in Year 3. For example, the Year 3 to 6 'leader of learning' moved to work more closely with this year group to mirror the effective team she had built in Years 5 and 6. As a result, pupils are making good progress.
- In 2014, the proportion of pupils reaching the expected level at the end of Year 6 was above the national average in reading, writing and mathematics, although the proportion reaching a higher level was below, except in reading, where it was above.
- School information and inspection findings suggest that pupils in both Year 2 and Year 6 should achieve well in this year's national tests and the proportion exceeding the expected level will be higher.
- The most-able pupils do well because information about their progress is used to check they achieve as well as they should. This is an improvement this year. The school now has high expectations of these pupils, and school leaders hold staff to account for accelerating their progress. As a result, the proportion reaching higher levels is rising.
- In 2014, the small number of disadvantaged pupils in Year 6 all reached the expected level in reading, and the vast majority in writing and mathematics. Even so, they were about a term behind others in school in reading and writing, and about a term and a half behind in mathematics. When compared with all pupils nationally, they were ahead in reading by about half a term, but a term behind in writing and two terms behind in mathematics. Disadvantaged pupils currently in the school make better than expected progress and are closing the gap on all pupils nationally.
- The small proportion of disabled pupils, and those who have special educational needs, generally do well from their varied starting points. This is because their progress is checked regularly and extra help tailored to their needs. Parents are actively involved, too, working closely with teachers so learning at home complements learning in school.
- Pupils' competence using ICT in a wide range of activities is good. They are knowledgeable in how technology can help them with many facets of their learning, and they use it accurately. A strong culture exists of pupils taking responsibility for their own learning and helping each other. For example, some pupils work as 'digital leaders', providing positive role models and good peer-to-peer support.

The early years provision

is good

- Children start in the Reception classes with knowledge, skills and understanding that are broadly typical for their age. When children start school, they are generally self-confident, which helps them settle.
- In 2014, a similar proportion to that found nationally achieved a good level of development. This year group had a relatively high proportion of children with special educational needs. School information and inspection findings suggest the proportion achieving a good level of development this year will be much higher. As a result, children are prepared well for Year 1.
- Children behave well. The start of day is purposeful because children know the routines and expectations, and settle quickly to the good variety of activities. They play together cooperatively, particularly with their close friends, and have a good awareness of their own safety.
- Teaching is good. Teachers' accurate assessments closely match activities to children's interests and build effectively on their prior learning. Activities are imaginative, so children are curious to learn and they try hard. Very positive relationships between staff and children help to create a purposeful learning

atmosphere.

- Leadership and management are good. Good levels of staffing help ensure pupils are safe and well looked after. Staff are very aware of the need to check equipment at the start of the day and that the outside area is secure. Transition arrangements are good; parents particularly like the useful exchange of information in the early years. They say information about their children's progress is clear and helpful.

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

Unique reference number	120848
Local authority	Norfolk
Inspection number	462060

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	240
Appropriate authority	The governing body
Chair	Nigel Huddleston
Headteacher	Sarah Bradford
Date of previous school inspection	13 June 2013
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