

Inspection of Rolph Church of England Primary School and Nursery

High Street, Thorpe-le-Soken, Clacton-on-Sea, Essex CO16 0DY

Inspection dates: 29 and 30 June 2022

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|------------------------------|-----------------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Requires improvement |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Good |

What is it like to attend this school?

Pupils at Rolph Primary enjoy learning a broad and rich curriculum. They are keen to talk about what they learn, such as building a bird hide, creating a pond and planting trees. Pupils are proud of their successes in sporting events and competitions.

Pupils say that bullying sometimes happens. They say that when it occurs it is dealt with quickly. Pupils are confident that there is an adult who can help them. In some lessons, pupils are not focused on their learning as well as they should be. Pupils' learning is disrupted as a result, and all pupils do not learn as much as they could.

From the moment children join Nursery, they enjoy the many opportunities provided to investigate and explore through a wide range of activities. Children in the early years are encouraged to learn across all areas of learning. They learn to listen carefully and to keep trying, so they overcome difficulties. Children are confident when speaking with adults and each other. They have good relationships with adults.

The school's values are an important part of daily life for pupils. They learn about ideas such as love, integrity, fellowship and endurance. Pupils understand how to build strong and supportive friendships.

What does the school do well and what does it need to do better?

Leaders have developed a clearly defined curriculum that helps to build up what pupils learn in logical way. Leaders have identified the key vocabulary and key knowledge that pupils need to learn in each subject. In computing, for example, pupils use their knowledge of key and precise language well to draw routes and manage information online.

Teachers regularly check on what pupils know and can remember. In many subjects, teachers use assessment information well to help them spot any misunderstanding pupils may have. However, in a small number of subjects, some assessment information is not linked closely enough to the key knowledge that pupils have been taught. This means that teachers do not have a clear picture of what pupils have learned across all subjects, so they can support pupils as well as possible.

Leaders have made the teaching of reading a high priority. Leaders have ensured the reading curriculum is delivered effectively. Leaders recognise how important it is for pupils to learn phonics well and have appropriately trained teachers and other adults. Leaders have adopted a systematic programme to teach synthetic phonics and early reading. From early on in Reception, children are taught the sounds letters make. Adults help pupils to build their reading knowledge step by step. Pupils learn to become confident readers. Books are well matched to sounds that pupils are

learning. Teachers regularly read books with their class. Pupils develop a love of reading.

Pupils with special educational needs and/or disabilities (SEND) are supported through a curriculum that is suitably adapted to meet their needs. Pupils with SEND learn well alongside their peers.

Leaders ensure pupils' wider development is well considered. Through assemblies, lessons, a range of school trips and special visitors, pupils learn about diversity and different communities. The outdoor environment helps them to develop resilience and confidence in skills. Pupils learn about relationships and different families in an age-appropriate way.

Pupils generally behave respectfully towards each other and towards adults. Leaders have recently introduced a new approach to managing pupils' behaviour. Staff have received training on the new policy. They are developing their practice in using this new approach. Records show that incidents of behaviour are reducing. Leaders recognise there is still more work to do to ensure that staff apply the new behaviour policy consistently well. This is so that in lessons all pupils behave well and focus on their learning.

Governors and trustees work effectively to ensure that leaders have the support and challenge they need to improve the quality of education. Leaders are considerate of staff workload and supportive of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders complete the relevant checks to confirm that staff are suitable to work with pupils. Leaders make sure that staff are well trained to spot potential issues of harm or neglect. Staff receive regular updates, so they keep up to date with identifying safeguarding concerns.

Pupils feel safe and know that they can talk to an adult if they have any concerns. They are taught about dangers they may physically face or when using online technologies, and what to do to keep themselves safe.

Leaders work effectively with external agencies to ensure that children and families receive the support required.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, assessment is not closely linked to the knowledge that has been taught. This means that, in these subjects, teachers are not clear what pupils have securely learned. Leaders should ensure that all staff are well trained to use assessment information well across the whole curriculum.
- Most pupils have positive attitudes to their learning. However, at times, there is too much low-level disruption. Adults do not implement the new behaviour policy consistently. Leaders should ensure that all adults have the same high expectation of all pupils' learning and behaviour.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 140506 |
| Local authority | Essex |
| Inspection number | 10226853 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 210 |
| Appropriate authority | The board of trustees |
| Chair of the Trust | Tosca Boothman |
| Headteacher | Karen Jones |
| Website | www.rolphcofeprimary.co.uk |
| Date of previous inspection | 27 September 2016, under section 8 of the Education Act 2005 |

Information about this school

- The school is part of the Diocese of Chelmsford Vine School Trust.
- There is a nursery which includes provision for children from the age of two years.
- The school does not make use of alternative provision.
- The school operates a breakfast club for pupils who are registered at the school.
- The school received a section 48 inspection in 2015.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in these subjects: reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited sample lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to a range of senior leaders, including the headteacher, head of school and special needs coordinator. Inspectors met with three members of the governing body, including the chair of governors, and spoke to a local authority representative who works with the school. They also spoke to members of the multi-academy trust.
- To inspect safeguarding, inspectors viewed systems and processes for recording and reporting concerns. Inspectors looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors met with pupils to talk about their experiences of school. Inspectors observed pupils' behaviour in lessons and at play times. The inspectors also considered 34 responses to the pupil questionnaire.
- Inspectors considered the 30 responses made by parents to Ofsted Parent View, Ofsted online questionnaire, including 30 free-text responses.
- The inspectors spoke with staff and also took account of the 12 responses to Ofsted's staff survey.

Inspection team

Bozena Laraway, lead inspector

Ofsted Inspector

Rachael Judd

Ofsted Inspector

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