

Roxeth Primary School

Inspection report

Unique Reference Number	102185
Local Authority	Harrow
Inspection number	355140
Inspection dates	3–4 November 2010
Reporting inspector	Jo Curd

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Tim Brown
Headteacher	Carole Tobin
Date of previous school inspection	30 June 2008
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Introduction

This inspection was carried out by four additional inspectors. Twenty two lessons were observed including 20 of the school's teachers, meetings were held with pupils, governors and staff. Inspectors observed the school's work, and looked at local authority reports, assessment records, documents relating to safeguarding pupils' health and safety, pupils' books, planning, the school improvement plan, 205 questionnaires from pupils, 46 from staff and 293 from parents and/or carers.

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

- The accuracy of the school's view of attainment on entry into the school and how well all groups of pupils progress.
- The extent to which the school can provide evidence to support their judgements of healthy lifestyles, spiritual, social, moral and cultural development, safeguarding and care, guidance and support, all given as outstanding.
- The effectiveness of teaching across the school and whether this is significantly more or less effective in any classes, key stages or year groups.
- How accurately leaders and managers at all levels know and understand the school and how effectively they monitor and evaluate this.

Information about the school

Until September 2010 pupils remained at this school until the end of Year 7. They now move on to secondary school at the end of Year 6. Nursery provision is shared with the Children's Centre in a building five minutes-walk away. Most pupils are of minority ethnic origin, predominantly of Asian heritage. This is a far higher proportion than in most other schools. More than half speak English as an additional language. Thirty four different languages are spoken, Tamil, Arabic and Urdu are the most prevalent. Pupils come from extremely diverse of ethnic and social backgrounds. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. Special educational needs and/or disabilities include visual impairment, autistic spectrum disorders and moderate learning difficulties. About a quarter of pupils join the school at times other than the beginning of Nursery or leave at times other than the end of Year 6. This is higher than in most other schools. Several come straight from overseas with very little English while other children have arrived from schools in other parts of the country. Six of the thirty teachers are part-time. The school has healthy schools status and holds an international school award.

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 where pupils make good progress in their learning and personal development due to successful teaching, effective care and a vibrant curriculum. Those who start in the Nursery or reception classes enjoy rich relevant practical activities. Those who start at the school at a later stage settle quickly due to strong positive relationships and good support from both staff and pupils. A high proportion of parents and carers responded to the inspection questionnaire, most of these were very positive and appreciative of all that the school offers. A comment from one parent reflected the views of many, 'The school has done well in bringing out the best in my daughter. Her confidence has been boosted by the support of individual teachers, her reading, writing, maths and English have progressed well and she enjoys coming to school.'

Leaders and managers at all levels have used their good understanding of the whole school to address various challenges and improve provision and outcomes. They have managed significant changes in staffing and school structure over the past two years and succeeded in maintaining a happy and cohesive school. They know the school well and take effective action to address challenges such as behaviour issues, mobility and changes in the school structure. Information from monitoring is not always easy to access or analyse, however, and evaluation is not as thorough or detailed as it could be. Some aspects of self-evaluation are too positive which sometimes slightly reduces the drive to make further developments and improvements. For example, some lesson monitoring overestimates the effectiveness of some teaching, masking the need for further development in order to ensure pupils' progress is consistently good or better. The quality of teaching is good overall contributing to good progress from Nursery to Year 6. This is occasionally slower however because activities are not always sufficiently well matched to pupils' varying levels of learning and marking and the use of targets do not always clearly show pupils how to improve further.

Behaviour is usually good. Pupils excluded for short periods last year have been supported well and have now been reintegrated into school. Pupils are motivated and keen to learn. Systems to safeguard their health and safety have a high priority in the school. They are extensive, effective and thorough even though some details are quite hard to access and monitor. Pupils feel safe. One pupil summed up the views of the majority saying, 'teachers care for us well' and 'we all work on this together.' Pupils show that they are well-rounded, responsible individuals who respect themselves and others and are keen and confident to help others.

Improvement since the last inspection has been good. Middle managers are now more effectively involved in monitoring and developing their subject areas and feel more knowledgeable and empowered in their roles. Attendance has risen and is now above the

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national average. This successful track record and the strong commitment of staff, parents and governors indicate that the school's capacity to sustain further improvement is good.

What does the school need to do to improve further?

- Improve the consistency of pupils' progress by ensuring that activities are always suitably challenging for all and that marking and targets clearly show pupils how to improve.
- Analyse information from monitoring more carefully and effectively, and in greater depth so that strengths and weaknesses in provision and outcome are consistently identified, addressed and improved.

Outcomes for individuals and groups of pupils

2

Pupils start at the school with a very wide variation in their knowledge, skills and understanding. Many have very little English and skills are generally below those expected for their age. By the end of Year 6 attainment is just above the national average, which represents good progress for pupils across the school. Reasons for a temporary dip in recorded progress at the end of Year 6 in 2009 have been identified and successfully addressed. Progress is now good overall but is occasionally slower in some classes than others because the quality of teaching varies between classes. During the inspection excellent progress was seen in a mathematics lesson for younger pupils organising and presenting data, because tasks were so very practical, visual, motivating and varied to match their different needs. Progress was slower in an English lesson for older pupils because the same text and comprehension questions were given to everyone, meaning that work was too easy for some and too difficult for others. Overall there are currently no significant differences in the progress or achievement of any groups including boys, girls and those of various minority ethnic backgrounds. Pupils who have English as an additional language make good progress due to a practical visual curriculum and good support. Those with special educational needs and/or disabilities are supported well in class and intervention groups even though work is occasionally too difficult for some.

The majority of pupils are very well behaved. By the end of Year 6 most are mature, friendly, confident and polite, well-motivated and prepared for later life and learning. They feel safe and well looked after. They develop good attitudes towards health, enthusiastically participating in active play and sport and understanding the importance of exercise and balanced diet, even though some packed lunches do not always reflect this. Pupils contribute well to the school and wider community through helping with lots of tasks around the school, acting as 'eco warriors' in their vigilance to save electricity, serving on the school council or as peer mediators, helping to choose new equipment for the playground, raising money for charity and singing in the local community. Good spiritual, moral, social and cultural development is evident in the way pupils relate to each other, respect themselves and others and keenly apply themselves in all they do.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Although the quality of teaching varies it is mostly good across the school with no significant differences between year groups or key stages. Generally, teachers are well prepared using resources, including information and communication technology, well. The pace of lessons is usually good and the vast majority of pupils are well-motivated and engaged. Mostly teachers use their assessments of pupils' performance well to plan tasks, support and prepare questions. In a few lessons, however, the challenge of some activities is not sufficient for some learners, slowing their progress. Targets showing pupils what they need to learn next are more effective in some classes than others. Most books are marked regularly but staff do not always clearly show pupils how they can improve their work further.

The curriculum contributes well to pupils' progress, enjoyment, motivation and behaviour. It is enriched particularly effectively through a wide range of visits, including trips to museums and art galleries, visitors and a diverse range of assemblies. These contribute richly to pupils' confidence and spiritual, moral, social and cultural development. Pupils developed their confidence, self-worth and respect of others particularly well during the assemblies seen in the inspection. Three pupils skilfully performed Hindu dances in two Diwali celebration assemblies and pupils celebrated each other's achievements as they walked down the 'red carpet' in another. Links between different subjects are at an early

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stage of development, particularly in Key Stage 2, slightly reducing pupils' overall understanding and appreciation of the way their learning fits together.

Pastoral care is good throughout the school. New pupils and families are quickly integrated into this cohesive learning community. New pupils are welcomed and supported by 'buddies' and parents are invited to weekly coffee mornings and various classes. A typical parent's comment was, 'two years ago our daughter joined from another school, the transfer was smooth and she settled in safely and happily. The class welcomed her warmly and she soon made some friends'. Families who face particular challenges are supported well through the school's links with the Marlborough project at which parents and children learn to work, play and develop new skills together. The impact of this support on learning is generally good, although not consistently so in every case.

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 diligence of leaders and managers has successfully brought changes and developments across the school. One parent reflected the views of most when they said 'I think this is a very good school going from strength to strength. It benefits from a wonderfully charismatic headteacher who brings firm but fun leadership to pupils, staff and parents alike.' Leaders and managers at all levels, including governors, are successfully involved in monitoring provision and outcomes including teaching. Whilst this has led to improvements, analysis is not always as rigorous and finely tuned as it could be, slightly reducing the impact of the drive and focus for further improvement. Systems to safeguard pupils' health and safety are extensive and thorough. The school's commitment to equal opportunities is good and any potential discrimination is tackled well. Individuals are all highly valued and initiatives such as 'narrowing the gap' help ensure there are no significant differences between outcomes of any ethnic or gender group. Some inconsistencies between classes prevail however and progress is not consistently even. The school contributes well to community cohesion internationally and locally through links with schools overseas, bringing a diverse range of families together and taking part in local events. Its contribution nationally and the extent of formal evaluation are less well developed. Parents and carers are engaged well through a wide range of activities and classes. Several help on special occasions such as outings, a few help around the school more regularly. Strong links with other schools, professionals and agencies, including a counsellor, educational psychologist and welfare projects contribute well to pupil progress and well-being but have not yet raised outcomes consistently beyond good.

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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
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 enjoy learning and make good progress in the Nursery and Reception classes because they engage in a wide range of interesting and practical activities of their own choice as well as those led and taught by adults. Teamwork between staff is strong. Communication between staff at the Nursery and school sites is good because several staff work at both. Children's language and communication skills develop well because adults frequently talk to the children about their work and play. Explanations are clear and new vocabulary is introduced frequently and carefully. However, opportunities to promote children's talk are not always fully taken and children, especially those who learn more quickly or easily. Accommodation is suitable despite the fact that the Reception class's outdoor area is small. The coordinator is knowledgeable and experienced, she leads and manages well ensuring effective teamwork, good care and good outcomes for all groups.

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

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Views of parents and carers

Most parents and carers are positive about all aspects investigated in the questionnaires. They are particularly positive about the quality of teaching and their children's safety and progress. They are unanimous that their children enjoy school. Although very few expressed any concerns at all, a very small minority felt that behaviour was not always dealt with effectively, that their children were not making as much progress as they could, that they were not effectively helped to lead healthy lives or that individual needs were not always met. Inspectors' judgements endorse parents and carer's positive views of the school. Parents and carers' concerns can be explained by the inconsistencies between classes found in the inspection. Leaders have been asked to analyse their monitoring more carefully to reduce these and improve the overall consistency of provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roxeth 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 293 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	186	63	105	36	1	0	0	0
The school keeps my child safe	162	55	126	43	4	1	0	0
My school informs me about my child's progress	142	48	142	48	6	2	0	0
My child is making enough progress at this school	112	38	162	55	15	5	0	0
The teaching is good at this school	126	43	157	54	7	2	0	0
The school helps me to support my child's learning	117	40	158	54	13	4	0	0
The school helps my child to have a healthy lifestyle	106	36	163	56	18	6	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)	89	30	163	56	8	3	3	1
The school meets my child's particular needs	95	32	166	57	16	5	1	0
The school deals effectively with unacceptable behaviour	108	37	150	51	15	5	3	1
The school takes account of my suggestions and concerns	94	32	163	56	16	5	1	0
The school is led and managed effectively	129	44	144	49	8	3	0	0
Overall, I am happy with my child's experience at this school	136	46	139	47	9	3	0	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



6th November 2010

Dear Pupils

Inspection of Roxeth Primary School, Harrow HA2 0JA

Thank you for being so friendly and helpful when we visited your school recently. The things you told us in conversations and through the questionnaires so many of you completed really helped us with our work. We enjoyed eating lunch with you and being with you in lessons, assemblies and the playground.

We judge that you go to a good school and can see why most of you are happy and keen to attend. Relationships are strong and you supported well. Those of you who joined the school after the start of the Nursery or Reception class settle well because you are welcomed by staff and pupils and quickly made to feel part of Roxeth. Those of you who speak English as an additional language develop skills speedily because so many of activities are practical. You make good progress in your learning because teaching and support are good and you take part in many interesting activities such as trips to museums and art galleries. These add to your enjoyment and help prepare you for later life and learning.

You make good progress but it slows in a few lessons when work is too easy or difficult for some of you. Also your targets and teacher's marking do not always show you all how to make improvements. We have asked the school to make improvements in each of these areas. School leaders have a good understanding of the school and how well you are all doing. However, this is not always as detailed as it could be and their views are occasionally too positive. We have asked them to look at information about the school and how you are getting on in even more detail. In that way they will be able to identify strengths and weaknesses more easily and act even more effectively to make improvements.

You can help make the school even better by telling your teachers when activities really help your learning and when they are too easy or difficult.

Yours sincerely

Jo Curd

Lead Inspector

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