

Roxbourne Infant School

Inspection report

Unique Reference Number	102213
Local Authority	Harrow
Inspection number	376682
Inspection dates	28–29 November 2011
Reporting inspector	Mike Capper

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair	Martin Wise
Headteacher	Jane Frankau
Date of previous school inspection	22 January 2009
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Age group	3–7
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 lessons taught by 11 teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 155 questionnaires from parents and carers and 34 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Boys' progress in writing.
- The effectiveness of strategies to raise attendance.
- The role of subject leaders in improving teaching.
- The quality of outdoor learning in the Early Years Foundation Stage.

Information about the school

Most pupils come to this larger-than-average-sized infant school from the local community. The proportion of pupils known to be eligible for free school meals is broadly average. Most pupils speak English as an additional language, with about 32 other languages spoken in the school, the most common being Tamil. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average. Children in the Early Years Foundation Stage are taught in a Nursery class and in three Reception classes. The Nursery opened in September 2010 at the same time as the school changed from a first school to an infant school, taking pupils up to the end of Year 2.

The school has several awards including Healthy Schools status and a Gold Artsmark award.

There is a breakfast club and after-school club that are privately run so did not form part of this inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where pupils flourish both socially and academically. One parent accurately captured why the school is so successful when writing, 'It values its pupils, works hard to develop their self-esteem and encourages them to be caring and tolerant towards each other.'

Pupils' attainment, including those from minority ethnic groups, is consistently high by the end of Year 2. Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school. Good teaching, very high quality care and a rich and vibrant curriculum contribute greatly to pupils' outstanding achievement. The use of data to check that all pupils are doing well enough is exemplary and this means that any potential dips in progress are tackled very quickly. A recent focus on ensuring that boys and girls do equally well in writing has been successful and skills are being taught very systematically. Teachers make writing 'boy friendly' by ensuring that there are many opportunities to write purposefully in subjects such as history and science.

Teachers plan exciting and purposeful activities that promote enthusiasm for learning. In the Early Years Foundation Stage, an excellent outdoor area is used extremely well to give children opportunities to explore their own ideas. Throughout the school, there is very high-quality support for pupils with special educational needs and/or disabilities, ensuring that they make exceptionally fast progress.

Pupils are great ambassadors for the school. They behave very well and rightly feel very safe. As one said, 'If we can't solve a problem for ourselves, there is always someone to help us.' There is a delightful atmosphere in lessons. Pupils behave well and grow enormously in confidence and self-esteem. Healthy lifestyles are promoted very effectively, as seen in the school's success in gaining Healthy Schools status. Pupils thoroughly enjoy school and, although attendance is broadly average, it is improving quickly due to the school's rigorous and highly effective approach to discouraging term-time holidays.

This is a school that is not resting on its laurels. It is so successful because leaders have created an ethos in which all members of the school community are valued and respected. Members of staff work together very well and there is a very strong drive for continued improvement based on excellent self-evaluation. The headteacher is supported extremely well by other senior leaders and, together, they have played a key role in improving teaching. They are now rightly focusing on restructuring

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subject leadership to ensure that opportunities to visit lessons are shared more widely amongst staff so that more can play a role in the management of teaching and learning.

The school's motto of 'Reaching for Success' is reflected in its impressive track record in raising attainment to the current high levels and improving overall effectiveness since the previous inspection so that it is now outstanding. These achievements demonstrate that there is an excellent capacity for further improvement.

What does the school need to do to improve further?

- Complete the restructuring of curriculum responsibilities and then give new subject leaders opportunities to visit lessons so that they can play a greater part in improving teaching and learning.

Outcomes for individuals and groups of pupils

1

When children start school in the Nursery, most are working below the levels expected for their age. From these low starting points, pupils' achievement is excellent, ensuring that they are well prepared for the next stage of their education when they leave school in Year 2. In lessons, pupils have very positive attitudes towards learning, resulting in progress being good, and sometimes outstanding, most of the time. In a literacy lesson, pupils made very rapid progress in making their writing more exciting by using 'wow' words. Pupils learnt very quickly because the activity, which involved writing instructions for making Christmas decorations, was purposeful and built very well on previous work. In a numeracy lesson, pupils quickly improved their understanding of how to multiply numbers because they were encouraged to think like mathematicians. They cooperated well and used resources very sensibly to work out their calculations.

Pupils with special educational needs and/or disabilities, as well as those who are in the early stages of learning English from minority ethnic groups, are equally as engaged and eager to do well because they are supported extremely well and feel successful in their tasks.

Pupils are rightly proud of their school. They show good sensitivity for the needs of others by raising funds for charity, and they enjoy taking responsibility and contributing to the community through the school council or eco-group. Pupils develop a good understanding of the difference between right and wrong and are becoming increasingly confident about sorting out problems for themselves. Pupils happily take part in assemblies and they have a good awareness of cultural diversity within school, although there are relatively few opportunities for pupils to meet with others from more diverse social or cultural settings.

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These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
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	1
The extent to which pupils feel safe	1
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Adults treat every pupil as part of the ‘school family’ and they willingly go the extra mile to make school a happy and safe place to be. Very well-targeted support for pupils who have been identified as needing extra help ensures that they quickly catch up with their peers. A highly effective ‘nurture group’ helps pupils who are having difficulties to settle quickly.

There is a very happy working atmosphere throughout the school day. Teachers have high expectations of pupils’ behaviour and ensure that learning is enjoyable. Skilled teaching assistants are deployed effectively and have a good impact on pupils’ learning. Support for pupils with special educational needs and/or disabilities is especially strong when they are working in ‘The Sunshine Room’. At these times, groups are small and teachers are able to respond quickly to individual needs, providing learning that is truly personalised for each pupil.

Throughout the school, teachers plan carefully for lessons, making good use of assessment information to help them to decide what pupils need to learn next. There is a good pace to learning most of the time, although occasionally this slows because teachers keep pupils on the carpet for too long at the start of lessons. Most pupils are increasingly clear about how to improve their work through ‘target books’.

The curriculum provides pupils with many memorable experiences such as a recent visit to the seaside and it takes excellent account of pupils’ interests and aptitudes.

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

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Basic skills are promoted exceptionally well, and links between different subjects are very strong. High-quality displays and the school’s well-deserved Artsmark Gold award reflect the school’s excellent work in fostering pupils’ creativity through art and music.

There is very good enrichment of the curriculum. An exciting range of clubs and visits support learning very well, although the school knows that even more use could be made of the local community to enhance further pupils’ cultural awareness. Sports clubs are greatly enjoyed and have a very positive impact on pupils’ adoption of healthy lifestyles.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has moved forward quickly since the last inspection and leaders are constantly planning ahead for how they can improve provision further. Their ambitions and very strong drive for improvement are very firmly embedded across the school. Priorities for development are based on a very accurate understanding of the school’s strengths and weaknesses. Leaders have ensured that teaching has continued to improve since the last inspection and there is a good awareness of what needs to be done to iron out remaining minor inconsistencies across the school, including the need to involve subject leaders more in this process.

The governing body is mindful of its responsibilities and fulfils them well. It provides good challenge most of the time and has played a key role in recent improvements such as the introduction of the Nursery. These are already having a positive effect on the work of the school, as can be seen by the improving attainment of pupils on entry into the Reception classes.

The school promotes equality very successfully. Senior leaders make excellent use of data to check that all groups are doing equally well and they ensure that all pupils have equal opportunities to participate in school events. There is no discrimination because pupils learn to respect different beliefs. This reflects the school’s good contribution to community cohesion. Leaders are very responsive to local needs and liaise very closely with parents and carers to work with community groups beyond the school. In lessons and through fundraising, pupils learn a lot about life in other countries, but they do not get enough opportunities to learn about life in a contrasting part of Britain.

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Safeguarding procedures meet statutory requirements. Staff work together well to ensure that pupils feel very safe. Vetting arrangements for staff are particularly strong.

Leaders are highly committed to working in partnership with others and these have a very positive effect on pupils’ learning and well-being. Leaders are playing an important role in providing guidance to other schools in areas such as support for pupils who speak English as an additional language.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

A parent summed up some of the key strengths of provision for children in the Early Years Foundation Stage when writing, ‘We are very pleased with the quality of care and the teaching.’ Good leadership has resulted in good improvements in provision since the opening of the Nursery just over a year ago. Consequently, children’s attainment, which in the past has been below average by the start of Year 1, is set to rise significantly this year. Excellent care and an interesting and exciting curriculum ensure that children are now making consistently good or better progress in the both the Nursery and Reception classes. Adults give children sensitive support, taking good account of children’s interests and their different starting points. They make good use of the excellent outdoor areas to support learning. Children have good opportunities to explore their own ideas when working alone or in small groups and this helps them to make rapid progress in developing confidence and independence. Activities such as exploring the flow of water in the garden build extremely well on children’s natural curiosity and help to make learning enjoyable and purposeful. However, adults do not always use assessments sharply enough to

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ensure that work for all children builds closely enough on their prior learning.

There is very good support for the children who are in the early stages of learning to speak English as an additional language, with adults modelling new vocabulary extremely well. Adults work very closely with parents and carers and they are particularly positive about the help that they are given when their children first start school.

Senior leaders have a good picture of where further improvements are needed, including giving the newly appointed Early Years leader opportunities to monitor and support other teachers.

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

Views of parents and carers

There was an above-average return of questionnaires. Most parents and carers who responded are very pleased with all aspects of the school’s work. The many positive comments included, ‘The school offers a diverse cultural experience’ and ‘My child has made fantastic progress.’ A small number of parents and carers would like more information about their children’s progress. During the inspection, inspectors found that the school does all that could be reasonably expected to involve parents and carers in their children’s education, and to give them information about what they are learning and how well they are doing.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roxbourne Infant 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 155 completed questionnaires by the end of the on-site inspection. In total, there are 318 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	70	47	30	0	0	0	0
The school keeps my child safe	96	62	59	38	0	0	0	0
The school informs me about my child’s progress	71	46	75	48	6	4	0	0
My child is making enough progress at this school	67	43	80	52	5	3	0	0
The teaching is good at this school	66	43	84	54	3	2	0	0
The school helps me to support my child’s learning	63	41	84	54	7	5	0	0
The school helps my child to have a healthy lifestyle	68	44	80	52	3	2	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)	53	34	67	43	12	8	0	0
The school meets my child’s particular needs	59	38	83	54	6	4	0	0
The school deals effectively with unacceptable behaviour	52	34	83	54	3	2	1	1
The school takes account of my suggestions and concerns	46	30	78	50	13	8	0	0
The school is led and managed effectively	57	37	76	49	8	5	0	0
Overall, I am happy with my child’s experience at this school	76	49	73	47	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.

30 November 2011

Dear Children



Inspection of Roxbourne Infant School, Harrow HA2 9QF

Thank you for welcoming us to your school and for talking to us. You were very polite and friendly and we enjoyed looking at your work. We agree with you that your school is outstanding and that you learn new things quickly.

Some of the things we found out about your school:

- Children in the Reception and Nursery classes settle very quickly and make good progress. Your teacher plans exciting things for you to learn, and you work together very happily. You are lucky to have such exciting outdoor areas!
- In Years 1 and 2, you are taught well and this helps you to make good progress.
- You thoroughly enjoy school and work hard in lessons because adults make learning fun and use visits well to bring subjects alive.
- You have an excellent understanding of how to stay safe and you take responsibility well. The school council is helping you to improve the school.
- All of the adults in the school are very kind and they look after you very well. They give you excellent help when you are struggling with your work.
- The school is very well led and managed, and this means that the school continues to improve very quickly. All adults are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now.

- Give teachers who are in charge of subjects more opportunities to visit other classes to see how well you are doing.

All of you can help your teachers by continuing to be so enthusiastic in lessons and trying to come to school as often as possible.

Yours sincerely

Mike Capper
Lead Inspector

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