

Roxbourne Primary School

Torbay Road, Harrow, HA2 9QF

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Requires improvement 3
Achievement of pupils		Requires improvement 3
Quality of teaching		Requires improvement 3
Behaviour and safety of pupils		Requires improvement 3
Leadership and management		Requires improvement 3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement. Too few pupils make good progress in reading, writing and mathematics at the end of Key Stage 2.
- Pupils in Years 5 and 6 have previously underachieved and currently do not receive consistently good teaching.
- More-able pupils in Key Stage 2 are not always given challenging activities to reach the highest levels of attainment.
- Teaching requires improvement. In some classes in Key Stages 1 and 2, teachers do not always plan activities which are at the right level for pupils.
- Pupils' learning is not consistently checked as lessons progress. Pupils at times become restless because they are unsure of what to do.
- Teachers' marking does not allow all pupils to see what they need to do, to improve and reach their targets.
- Behaviour and safety require improvement. Staff do not promote good attitudes to learning when lessons start late.
- Leaders and managers are monitoring teaching and learning. However, the system for checking the quality of teaching is not rigorous enough. As a result, there is not enough good teaching and occasionally it is inadequate.
- Teachers are not given clear points for improvement, which are then checked by senior staff, to develop their practice. As a result, leadership and management require improvement.

The school has the following strengths

- Children in the Early Years Foundation Stage are taught effectively and achieve well.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Behaviour is good or better during assemblies and during lunchtime.
- Pupils say they feel safe and secure in school and are confident that their teachers want them to work hard and do their very best.
- Governors are knowledgeable and so can support the school effectively.

Information about this inspection

- The inspection was carried out with half a day's notice and took place over two days.
- The inspectors observed 30 parts of lessons, taught by 25 teachers. Ten lessons were jointly undertaken with senior staff from the school.
- A range of documents was scrutinised, such as the school's self-evaluation and improvement planning, information relating to pupils' past and present performance, information relating to the system for monitoring teaching along with safeguarding documentation.
- Discussions were held with the headteacher and staff, pupils, representatives from the governing body and the local authority.
- Inspectors took account of the 60 responses to Parent View, the on-line questionnaire, and 237 responses from the parents' survey which was organised and analysed by the governing body in January 2014.
- Inspectors analysed 28 questionnaires which were returned by school staff.

Inspection team

Nina Bee, Lead inspector	Additional Inspector
Marion Thompson	Additional Inspector
Nick Cornell	Additional Inspector
Lynne Gavin	Additional Inspector

Full report

Information about this school

- Roxbourne Primary opened in 2013 when the junior school was closed and Roxbourne Infants School extended its age range and became Roxbourne Primary School. The school is bigger than the average-sized primary school.
- The school provides part-time nursery provision for 60 children.
- Almost three quarters of pupils come from Asian or Asian British backgrounds. A few come from White British families and the remainder are from a range of minority ethnic backgrounds. The proportion who speaks English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The number of pupils who are eligible to receive pupil premium funding is below average. This includes pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that all pupils make at least good progress by ensuring that:
 - work is always well matched to pupils' needs and abilities and requires pupils to think hard
 - learning is checked regularly during all lessons so that pupils are able to make more gains in their learning, especially in Key Stage 2
 - more-able pupils are always given suitably challenging work that enables them to reach the highest levels in reading, writing and mathematics
 - teachers' marking shows all pupils what to do next to improve and reach their literacy and mathematics targets.
- Improve leadership and management by:
 - checking teaching more rigorously and identifying clear points for improvement for all teachers, and then re-visiting to check for improvement
 - ensuring that all lessons start on time
 - making sure teaching assistants have the training to support pupils in every part of the lesson.

Inspection judgements

The achievement of pupils

requires improvement

- National tests in 2013 show that most pupils in Year 6 achieved the expected progress in reading and mathematics, but not in writing. Too few pupils made good progress in reading, writing and mathematics due to a legacy of previous underachievement. Standards were broadly average in reading and mathematics and below average in writing.
- Current school data show that more pupils in Year 6 are now starting to make faster progress, particularly in writing. However, progress is not good in relation to their above average starting points in Year 3. Although too few pupils make good progress in reading and writing, the picture is more encouraging in mathematics. The current Year 6 is on course to reach broadly average standards in reading and writing and slightly higher in mathematics.
- At the end of Year 6, in 2013 national tests, pupils supported by additional funding did not do as well as their classmates, particularly in writing or mathematics. Very few pupils made good progress. The gap between these pupils and their peers was less than two terms behind in reading and well over a year behind in writing and mathematics. School data for pupils currently eligible for additional funding show that the gap in attainment between these and their classmates is closing. This is because of the good quality targeted additional support they are receiving this academic year.
- Children achieve well as they move through the Nursery and Reception classes. The activities are exciting and interesting and are suitable for their stages of development. As a result, they make good progress in all areas of learning from a below average baseline. By the time they are ready for Year 1, the proportion who has reached a good level of development is at or above the national figure for the majority of children. School data show that this figure is rising.
- The most recent teacher assessment results for 2013 show that pupils' attainment at the end of Year 2 has been consistently above average in reading and mathematics. In writing, attainment has been broadly average. In relation to their starting points, this represents good achievement.
- All pupils are treated equally and none is discriminated against. Pupils' progress is carefully tracked and additional support is available when pupils need it. However, weaknesses in teaching do not ensure that all pupils learn well in every lesson, or make good progress over time. This affects the achievement of all pupil groups.
- Disabled pupils and those with special educational needs are sensitively supported. They achieve as well as their peers overall, but make good gains in their learning when they receive well-targeted additional support from teaching assistants in one-to-one sessions or small groups.
- Pupils who speak English as an additional language and who are at the early stages of learning English receive appropriate support in their classes to enable them to make similar gains in their learning to their classmates.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough is of good quality, particularly in Key Stage 2, and occasionally in Key Stage 1. Teaching does not consistently meet the needs of all pupils and this affects all pupil groups.
- Children were observed in Year 2 classes doing writing activities which focused on describing characters in a story they had listened to. Learning was not good because too many pupils were unclear of what they had to do in order to complete the activity. Pupils were not given enough support to enable them to get on and learn well. Pupils who found learning difficult struggled to come up with their own ideas.
- Pupils have many opportunities to practise their writing in literacy lessons and across other subjects. However, teachers do not always successfully promote basic sentence construction such as the importance of starting sentences with capital letters and finishing them with full stops when pupils write in other subjects.

- All classes focus on developing reading skills through regular reading sessions. Pupils often receive good quality individual support. However, during group sessions, not all pupils are appropriately focused and learning is then not good.
- Pupils' previous work, in Year 6, shows that pupils usually work hard during lessons and present their work neatly. They get through a good amount of work in most of their lessons.
- However, observations in classrooms show that, at times, teachers' explanations are not clear enough and pupils are not given enough time to think and then articulate their answers. In addition, when teachers do not regularly check pupils' understanding during lessons, pupils get confused and learning is not as good as it should be.
- When teachers mark pupils' work they do not always leave informative comments to enable pupils to think and reinforce their understanding, move to the next stage in their learning and reach their targets. There are, however, some good examples of marking in literacy in Year 6 which clearly informs pupils what they need to do to improve further.
- Pupils have good opportunities to learn about letters and sounds. Consequently, data related to the phonic reading check in Year 1 have improved this year, with more pupils on course to reach or exceed last year's national figure.
- Children in the Early Years Foundation Stage learn well because staff understand how they learn. Their language is developed well. Children's previous work shows rapid and sustained progress over time because activities are set at the right level for them.

The behaviour and safety of pupils

requires improvement

- Behaviour requires improvement because, when teaching is not good, pupils do not always stay well focused and their learning slows down. When activities are too difficult for them, pupils become passive. When sitting on the carpet listening to the teacher, not all pupils receive adequate support from teaching assistants. As a result, they become inattentive and learning is minimal.
- Punctuality as pupils move to lessons is sometimes an issue. Lessons quite often start late. Pupils take too long to settle down because some adults lack a sense of urgency to get on with learning.
- Good behaviour was seen in Reception as children took part in a range of activities linked to their trip to a farm the previous day. Children were well engaged and confidently used the resources they were given to write successfully.
- Better behaviour was seen as pupils ate their lunch in the canteen and whilst in assembly. When moving around the school, pupils are sensible, polite and happily talk to visitors.
- The school's work to keep pupils safe and secure is good. Pupils have confidence in their teachers and know they would help them if they had a problem. Pupils understand that it is important to keep themselves safe, for example when using the internet. They show a good understanding of the different forms of bullying they may come across. Pupils say bullying is not a problem in the school and that the school is a safe place to learn.
- Parents feel that their children are safe and well looked after at school.
- Attendance is checked carefully and is above average.

The leadership and management

require improvement

- Leadership requires improvement because the system for checking teaching is not rigorous enough. As a result, there is not enough good teaching in Key Stage 2 and it is inconsistent in some classes in Key Stage 1.
- The local authority is supporting the school well. A Rapid Improvement Partnership Plan is monitored regularly. School leaders are beginning to work together as a team and show a growing understanding of this new school's successes over the past year and a half. They and governors are all involved in setting plans to drive improvement.

- Teachers are held to account through termly progress meetings for each pupil. For example, there has been an increase in the proportion of children reaching a good level of development in Reception. More pupils are reaching the required level in the Year 1 phonics check. Pupils are making better progress in writing and mathematics in Year 6. As a result, the school is showing capacity for further improvement.
- Additional funding is used properly to support the pupils in a number of ways. Leaders have been successful in narrowing the gap in attainment between eligible pupils and the others. Governors are well informed about how these pupils are achieving.
- There is much focus on promoting pupils well-being and encouraging healthy lifestyles. School lunches are healthy and nutritious. Staff in the canteen welcome each pupil and encourage them to eat the delicious lunches they produce. The new primary sports funding is already providing better opportunities to take part in sporting activities, during and after school. Pupils spoke appreciatively about these activities. A specialist has been appointed who works with teachers to improve their expertise in teaching physical education. Currently, these new initiatives have not been in place long enough to show impact.
- Pupils' spiritual, moral, social and cultural development is evident in all pupils do. Pupils from a range of different backgrounds know how to get on with each other and the adults who help them.
- **The governance of the school:**
 - Governors are well informed by the headteacher and her leaders. They have a good understanding of systems such as the management of teachers' performance and its links to the salary structure. They have identified where they needed additional support such as to develop a better understanding of data. They now speak knowledgeably about how pupils are performing and what needs to be done next. They are kept up to date about the quality of teaching and know that teaching is regularly checked.
 - Governors are well aware of information about additional funding and speak confidently about the success they have had this year regarding narrowing the achievement gap between eligible pupils and the others.
 - Governors take all their responsibilities seriously. Safeguarding arrangements are secure.

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	102213
Local authority	Harrow
Inspection number	430652

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	663
Appropriate authority	The governing body
Chair	Iain Taffs
Headteacher	Jane Frankau
Date of previous school inspection	Not previously inspected
Telephone number	02084 229207
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