

Tribal  
Kings Orchard  
One Queen Street  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Email:** christina.bannerman@tribalgroup.com

15 September 2014

Miss Jane Frankau  
Headteacher  
Roxbourne Primary School  
Torbay Road  
Middlesex  
HA2 9QF

Dear Miss Frankau

### **Requires improvement: monitoring inspection visit to Roxbourne Primary School**

Following my visit to your school on 10 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors responsible are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- secure day-to-day safeguarding arrangements across the school by improving the management of the main reception area
- sharpen the school improvement plan by making the targets more precise and by measuring their impact at more frequent intervals
- ensure that an effective staff performance management system is implemented consistently by all leaders.

### **Evidence**

During the inspection, I met with you and your deputy headteachers, the Chair and four members of the Governing Body, two representatives of the local authority, three middle leaders and two class teachers to discuss the actions taken since the

last inspection. You accompanied me on a short tour of the school during which we made brief visits to lessons. I spoke with a group of pupils and examined a sample of pupils' work. I evaluated the school's internal performance information, minutes of governing body meetings and the school and local authority action plans.

## **Context**

Since the last inspection, four teachers and four teaching assistants have left the school. Two newly qualified teachers, an experienced teacher, a temporary experienced teacher and one teaching assistant started this September.

## **Main findings**

You and your senior leaders are bringing about secure improvements – ably supported by the governing body and local authority. Your senior leaders have a very good understanding of the improvements needed in the school, and you and they have produced a promising improvement plan. It is clear which staff members are leading the actions and who will check them when they are completed. However, the plan needs to identify how the steps taken will be evaluated and how frequently. For example, it does not include half-termly milestones by which to measure the progress of different groups of pupils. Leaders took swift action to put right the minor safeguarding concerns I identified during this visit relating to the management of the reception area.

Leaders are now checking the quality of teaching more frequently and more effectively. They have ensured that teachers have received focussed training in improving the quality of marking and in levels of challenge for pupils. As a result, teachers and teaching assistants are providing better feedback in pupils' books from which pupils now know how to improve.

Senior leaders have developed a very clear staff performance management policy. They are beginning to ensure the policy is focused upon improving pupils' progress. They should ensure that they hold all middle leaders to account for pupils' progress, and middle leaders do likewise for those they manage. The leaders in literacy and mathematics in particular need a firmer direction over the precise extent of their whole school responsibilities.

Governors are increasingly able to challenge the school and they have a fast developing understanding of the performance of the school's pupils when compared with other schools. Governors take their training needs seriously and can now interrogate pupil performance information with confidence. This enables them to ask more searching questions about the school's progress.

Pupils are motivated by teachers' more demanding expectations of them. Teachers are providing more stimulating lessons which challenge pupils' learning. Pupils say

that behaviour in lessons is better and that teachers are planning more exciting lessons which move at a better pace. Lessons routinely begin on time now and pupils settle quickly into challenging work.

More able pupils are now more content. They appreciate the school-wide marking improvements and say they now know exactly what to do to improve their work in all subjects. Teachers and teaching assistants are checking learning in lessons more systematically to ensure all pupils make progress. Work in more able pupils' books is now marked with precision. The school's internal data indicate that more-able pupils are making more rapid progress.

The clear improvement in the school's Key Stage 2 national tests in 2014 is a promising indicator for the future. Pupils' achievement in mathematics improved further on strong 2013 outcomes; and their achievement in reading and writing is beginning to show improvement. The implementation of new literacy programmes across the school is expected to strengthen those improvements further.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The support provided by the local authority, including through the emerging partnership with an outstanding primary school, is helping the school to improve. The support is wide ranging and, in some areas, notably in the teaching of mathematics, has already had considerable impact. Further support is planned by the local authority, for example, in support of the teaching of writing.

The school improvement plan and the local authority rapid improvement partnership plan would be better aligned into one single plan. Currently, the plans lack a joint coherence and having separate plans is not helping in the school's improvement focus. It would be helpful if the local authority, during its termly progress meetings with the school, includes a forensic analysis of the school's progress against the improvement plan.

The school should now focus on developing the partnership with their outstanding partner primary school since this should provide additional strength in leadership.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Harrow.

Yours sincerely

Debbie Clinton

**Her Majesty's Inspector**