

Rood End Primary School

Rood End Road, Oldbury, B68 8SQ

Inspection dates 30 June–1 July 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leaders are determined and persistent in their drive to improve the school. As a result of their work, the quality of teaching, the rate of pupils' progress and behaviour and attitudes to learning have all improved rapidly.
- Teaching is good. It has improved considerably since the last inspection. This is helping pupils to make faster progress than in the past. Although attainment at the end of Year 6 is below the national average in reading and writing, most pupils make good progress from when they join the school.
- Phonics (the sounds letters represent) and reading are taught well.
- As a result of effective teaching and a stimulating environment, children make good progress in the early years.
- The care for the emotional well-being of pupils is strength of this school, particularly for those pupils whose circumstances make them vulnerable.
- Pupils behave well in class and around the school. Relationships with adults are warm, caring and respectful. Pupils are quick to follow adults' instructions.
- Pupils enjoy school and trust the adults to look after them and keep them safe. As a result, attendance continues to improve. The number of pupils who are persistently absent has greatly decreased.
- Governance has improved substantially since the last inspection. Governors have a good understanding of the school's strengths and the areas that still need further improvement. They provide a good level of challenge to the senior leaders.

It is not yet an outstanding school because

- There are occasions when the most able pupils, including those in early years, are not challenged sufficiently because tasks do not build on what they already know.
- The quality of pupils' written work in subjects other than mathematics, English and science, while improving, is not consistently high.
- A small number of the disabled pupils and those who have special educational needs are not yet making good progress.

Information about this inspection

- Inspectors observed 16 lessons or part lessons across the school, several of which were jointly observed with the headteacher or deputy headteacher.
- Inspectors held meetings with senior leaders, pupils and members of the governing body.
- A wide range of documents were scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is doing. Inspectors examined the school's systems for checking pupils' progress.
- The inspectors talked to pupils about their work and listened to some Year 2 pupils read.
- Inspectors took account of the 14 responses to the Ofsted online parent questionnaire, Parent View, and from the school's own survey of parents. Parents' and carers' views were also gathered from informal discussions.
- The views of staff were gathered through discussions, correspondence and the 32 returns to the Ofsted staff questionnaire.

Inspection team

Rachel Howie, Lead inspector

Her Majesty's Inspector

Lynn Stanbridge

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is a larger than average-sized primary school.
- Following an inspection in January 2014 the school was placed in special measures. There were three further monitoring inspections in July and December 2014 and in March 2015.
- Early years provision takes the form of a part-time Nursery and two full-time Reception classes.
- The large majority of pupils are from minority ethnic backgrounds. Almost three quarters of pupils speak English as an additional language.
- Two in five pupils are eligible for pupil premium funding (additional government funding for pupils known to be eligible for free school meals or who are looked after by the local authority.) This is higher than the national average.
- An above-average proportion of pupils are disabled or have special educational needs.
- A higher proportion of pupils than average join and leave the school at times other than in Reception and Year 6.
- The school has recently achieved the science quality mark.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Accelerate the progress of pupils to enable them to reach higher levels of attainment by:
 - ensuring that activities and tasks build on what pupils already know and can do, particularly the most able across the school, and sufficiently challenge them to think hard
 - providing all disabled pupils and those who have special educational needs with the teaching and support that enables them to make consistently good progress
 - ensuring that pupils complete their written work in all subjects to an equally high standard.

Inspection judgements

The leadership and management are good

- The headteacher is well supported by the deputy headteachers and the assistant headteacher, and together they are an effective team. They have an accurate picture of the school's strengths and weaknesses. Their action plans are precise and detailed, and they act on areas of weakness with a sense of urgency. Their vision for the school is clearly articulated and is shared by almost all staff, as shown by the majority of positive responses to the staff questionnaire.
- The senior leaders have been effective in bringing about rapid improvements since the school was judged to require special measures. Their work is characterised by diligence and determination. Leaders have not been afraid to tackle weaknesses in teaching and they are persistent in the checks they make to ensure that improvements are being made. In addition, they have high expectations of staff. As a result, almost all teaching is now good and pupils' behaviour is good.
- The system of performance management for teachers ensures that pay progression is not automatic. It rewards good teaching. There are regular meetings about pupils' progress to ensure that teachers are held to account. In addition, the quality of teaching is frequently checked through observations of teaching and learning, the scrutiny of workbooks and discussions with pupils. Following these checks, teachers receive helpful feedback, and this is ensuring that teaching continues to improve.
- Safeguarding and child protection procedures are well developed and thorough. The adults with responsibility for this area go above and beyond their statutory responsibilities to ensure that pupils are kept safe from harm. They are active in their work with other agencies. Staff have been appropriately trained to be aware of a range of potential risks, including those related to radicalisation and extremism.
- The mathematics and English subject leaders are effective in their roles. They have provided clear, consistent and precise guidance and training for staff and, as a result, progress has accelerated and standards have improved. Teachers with responsibility for other subjects have clearly defined roles and carry out their responsibilities thoroughly and conscientiously. As a result of effective training, they are making checks on the quality of teaching in their areas of responsibility and are providing helpful guidance to staff. The leadership of early years is effective and contributes well to the good progress and teaching in this area of school.
- The school provides an appropriate range of subjects and ensures that there is effective provision for pupils' spiritual, moral, social and cultural development. New topics have been introduced, such as 'Dragon's Den' and 'Castaway', which capture the interest of the pupils. Visitors to the school and trips to places of interest complement these themes effectively. Opportunities to learn about British values – for example, democracy – are made explicit in school planning. In some classes, however, written work in subjects such as history, geography and religious education is not of the same high standard as that seen in their English workbooks. There are good opportunities for pupils to develop their musical skills and to learn a musical instrument. For example, through the use of specialist teachers, pupils have the opportunity to learn the ukulele and the djembe drum, and compose their own music using computer software.
- In many respects, pupils are well prepared for life in modern Britain. Pupils are taught the values of kindness, respect and tolerance, and learn to value the opinions of others. Pupils understand that discrimination of any kind is not tolerated. They develop a sense of responsibility and pride in their school. In addition, pupils' knowledge and understanding of different faiths is good. However, although pupils make good progress through the school, leaders still have work to do to ensure that all pupils reach the expected levels of attainment by the time they leave the school so that they are well prepared for the move to secondary school.
- The pupil premium funding has been used judiciously to provide a wide range of support for eligible pupils. As a result, these pupils are making good progress and those disadvantaged pupils currently in the school are achieving as well as, and in many cases better than, their classmates. This is one of the ways that the school demonstrates its commitment to equality of opportunity for all its pupils.

- The primary physical education and sport premium is used well to increase the resources available for physical education lessons and to provide specialist teachers. This has been successful in improving pupils' skills and also in increasing teachers' confidence in teaching physical education. The teacher in charge of physical education is effective in monitoring the impact of this spending.
- During the period of special measures, the local authority has provided the school with effective support and robust challenge. The reports provided by the adviser accurately pinpoint good practice and have clearly identified where further improvements are needed.
- **The governance of the school:**
 - Governance is effective. The Chair of the Governing Body provides strong and effective leadership, and the work of the governors has improved significantly since the previous inspection. Governors provide support and challenge in equal measure. Minutes of their meetings show that they receive a good level of information from senior leaders; they ask probing questions and keep a close eye on the budget.
 - Governors have a good understanding of the quality of teaching in the school and ensure that teachers' progression through the salary scale points is related to quality of teaching and performance.
 - Governors are knowledgeable about the actions being taken to improve the school and have systems for finding out for themselves the effectiveness of these improvements. They have a good understanding of how pupils are progressing, including those eligible for pupil premium funding, and how this compares to national averages and previous years' performance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Leaders have been successful in creating a calm, well-ordered and stimulating environment in which pupils learn and play together harmoniously. Adults have high expectations, and routines and rules are well established and consistently applied. Relationships between adults and pupils are warm and respectful. Pupils behave in a sensible and considerate way around the school. They are polite and friendly, and show good manners.
- Playtimes are busy and active social times where pupils generally get along together well. Adults are vigilant in ensuring that pupils are playing safely. They quickly intervene if play becomes too rough or disagreements occur. Pupils say they enjoy the wide range of play equipment that is available to them.
- Attendance has improved since the time of the last inspection. It remains below the national average because a number of families take unauthorised holidays during term time. The number of pupils who are persistently absent has reduced significantly. This is because the team of adults who are responsible for attendance are rigorous in following up lateness and absence.

Safety

- The school's work to keep pupils safe and secure is good. The school's work to support and care for its most vulnerable pupils, including those who are looked after, is also good. Adults are knowledgeable about pupils' individual circumstances, keep excellent records and have developed strong links with parents, carers and a range of external agencies. This is a notable strength of the school.
- Pupils understand how to keep themselves safe when using the internet; they understand the importance of protecting their personal information online and could speak knowledgeably about cyber-bullying. Pupils are taught to keep themselves safe in a range of situations including when crossing the road and in case of fire.
- Children in the early years can explain the rules in the classroom that keep them safe and how to use the outdoor play equipment safely.
- Pupils told inspectors that there had been a small amount of bullying in the past but this had improved and that, 'Our school doesn't allow any kind of bullying at all now.'

- Pupils of all ages say that they feel safe and have a school adult that they trust to deal with any worries or concerns that they have. The parents who spoke to inspectors agree that the school keeps their children safe. A small number of parents who expressed their views on Parent View felt that their children were not safe or well cared for. However, inspectors found no evidence to substantiate these concerns.

The quality of teaching is good

- Teaching has improved considerably since the last inspection and is now good. There are particular strengths in teaching in Year 6. As a result, pupils are making faster progress than in the past and are catching up quickly with pupils in other schools.
- Classrooms are positive environments for learning. Displays are attractive and well organised to provide pupils with ideas; for example, in their writing. Resources – for example, tablet computers, film clips and practical mathematics equipment – are selected carefully and used to good effect to support learning.
- Teachers are skilled in using a range of approaches to engage pupils and maintain their interest in learning. For example, some teachers think aloud and encourage pupils to prompt them with ideas and suggestions. Others make deliberate mistakes. Pupils are keen to spot these and take pride in putting them right. This results in pupils being enthusiastic learners.
- There are good relationships between pupils and adults. Expectations of behaviour are high and this supports pupils' learning. Pupils respond quickly and positively to teachers' instructions and explanations. Topics are relevant to pupils' interests and are taught in an increasingly imaginative and inspiring way. Pupils were keen to explain to inspectors about building shelters during their 'Castaway' topic.
- Teachers' marking and verbal feedback to pupils is helping them to make improvements in their work. The school's policy of pupils responding to what the teacher has written, by correcting mistakes or making improvements, is secure in most classes and is helping pupils to make good progress.
- The teaching of reading is effective. As a result, pupils develop a love of books. Phonics is taught from Nursery onwards and pupils quickly develop the confidence to sound out unfamiliar words and enjoy books of increasing difficulty. As a result of the introduction of a range of well-selected 'class texts', pupils are able to talk about a number of less well-known authors and express their opinions about the books they enjoy reading and listening to.
- All teachers understand the importance of providing work that is at the right level of difficulty for pupils. In mathematics, pupils have 'try, apply, extend' tasks during each lesson to ensure that they move forward in their mathematical understanding. This is proving to be successful. However, on occasion, the 'extend' activity is not sufficiently challenging for the most able pupils and this slows their progress.
- In general, disabled pupils and those who have special educational needs are supported well and are provided with suitable resources and activities. However, the provision for a small number of these pupils is not as good as it should be to enable them to make good progress. This is because the adults do not always understand their individual learning needs well enough and they do not get enough time working with the teacher.
- Teaching in early years is typically good. There are occasions in mathematics, however, where work does not always build on what pupils can already do.

The achievement of pupils is good

- Achievement has improved since the time of the last inspection and is continuing to do so. This is because pupils are making faster progress than in the past and are making up for lost ground. Progress in Year 6 has been particularly rapid and this has enabled more pupils than in the past to reach the level expected by the end of Key Stage 2.

- A high proportion of pupils arrive and leave the school part way through their primary education, with many new arrivals speaking little or no English. Several arrive well into Years 5 and 6 and have only a short time in the school. School records and pupils' workbooks indicate that these pupils make rapid progress, although they often have not had enough time to be able to reach the expected level of attainment by the time they leave the school. Eight such pupils have arrived in Year 6 within the last 12 months. Their results will not appear on the school's published data once it has been validated, because they have not been in the school for long enough.
- At the end of Key Stage 2 in 2014, the proportion of pupils achieving the expected level in mathematics was broadly in line with the national average. It was well below this measure in reading and writing. However, the proportion of pupils making the expected amount of progress compared favourably with the national average. The proportion of pupils making more than the expected amount of progress was also at least in line with the national average and well above it in mathematics. Evidence from pupils' books and from teachers' assessments show that progress has accelerated further this year, particularly in reading and writing. Results are likely to be in line with the national average in all three subjects, with an increased proportion of pupils achieving the higher Level 5 in writing and mathematics.
- Pupils eligible for the pupil premium make good progress. In the 2014 tests and assessments at the end of Year 6, when compared with other pupils in the school, disadvantaged pupils were one term behind in writing, half a term behind in reading and in line with their peers in mathematics. When compared with other pupils nationally, they were two terms behind in mathematics and three terms behind in reading and writing. School data show that school leaders have been successful in completely closing the gap in attainment in all three subjects between disadvantaged pupils and the others in Year 6 this year.
- Children start the Nursery and Reception classes unable to complete many of the tasks and activities typical of children of their age. For example, few are able to follow simple instructions, speak in full sentences and communicate their needs, or pretend and use their imagination. Many have little or no English. Children make good gains in their learning in Nursery and Reception. The proportion reaching the expected standard by the end of the early years is below the national average; however, this represents good progress from their low starting points.
- In Key Stage 1, progress is good, although it is not yet sufficient for pupils to catch up with their peers in other schools by the end of Year 2.
- In the most recent Year 1 phonics check, the proportion of pupils reaching the expected standard was above the national average. This represents a significant increase from 2013. This is because the teaching of phonics is good.
- During the period of special measures, the school has focused on ensuring that pupils who have fallen behind catch up as quickly as possible. This has been successful. However, there are occasions when the most able pupils are not sufficiently catered for. This slows their rate of progress.
- Many of the disabled pupils and those who have special educational needs are making good progress. This is because adults have an accurate view of their individual learning needs and support is precisely planned. However, this is not yet the case for all of these pupils. For a small number, the adults do not always understand their learning needs well enough and they do not get enough time working with the teacher.

The early years provision

is good

- The early years is well led and managed. As a result, more children are making good progress and are well prepared to start Year 1.
- Staff work together effectively as a team to plan stimulating activities for the children that are well organised. They are varied and interesting and provide children with opportunities to develop their skills in all seven areas of learning. Children enjoy their learning and are persistent. This is shown by the extended periods of time they spend on each activity before going to find a new one.

- Resources are of a high quality and are well chosen to develop children’s skills and understanding. Adults are adept at demonstrating new skills. For example, children were shown how to paint a picture of the Queen carefully using cotton buds. As a result, the children’s pictures were of a high quality.
- Children’s progress is monitored carefully. ‘Learning journeys’ provide an appropriate record of children’s progress. Leaders are aware that boys are achieving less well than girls and have made changes to the provision to reduce this gap. Children’s speaking and listening skills have been identified as weak when they join the school. As a result, staff place a strong emphasis on this aspect. Teachers and teaching assistants are skilled in engaging children in conversation, encouraging them to use a range of vocabulary.
- Expectations of behaviour are high, and rules and routines are well established. This enables children to behave well. They respond quickly to adults’ instructions and take care of the equipment in the classrooms. They are keen to please the adults and are confident to have a go at new things. Children feel safe, show good attitudes to learning and have warm relationships with adults.
- The most able children do not always make enough progress. This is because the activities that are made available do not always build on what children already know and can do.

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	103984
Local authority	Sandwell
Inspection number	455885

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair	Sam Atkinson
Headteacher	Barbara Carter
Date of previous school inspection	31 January 2014
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