

Roxbourne Primary School

Torbay Road, Harrow HA2 9QF

Inspection dates	29–30 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have successfully improved the quality of teaching, learning and assessment since the previous inspection, so that it is now good. As a result, pupils make good progress in reading, writing and mathematics from their different starting points.
- Governors know the school well, including its strengths and areas for development. They offer effective support and challenge to senior leaders to ensure the school continues to improve.
- Staff have worked together effectively to establish the new curriculum and assessment systems. All subjects, including science and information technology, are taught well to enable pupils to make good progress in them.
- Staff have good subject knowledge and use assessment information effectively to plan pupils' learning.
- Leaders ensure there is effective support for pupils when they do not make good progress. This ensures that all pupils, including disadvantaged pupils and those who have special educational needs or disabilities, make good progress.
- Pupils enjoy coming to school and attend regularly. Their good behaviour and positive attitudes to learning contribute well to the good progress they make.
- Pupils say they feel safe and parents overwhelmingly agree.
- Children in the early years get off to a good start. They are well cared for and make good progress. They are prepared well for moving up to Year 1.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. They are well prepared for life in modern Britain.

It is not yet an outstanding school because

- Although meetings to check the progress of pupils who are at risk of underachievement take place regularly, they are less frequent for other groups of pupils to ensure they make rapid and substantial progress.
- Pupils do not routinely respond to teachers' comments in their marking on how to improve their work. This slows their progress, particularly in writing.
- Sometimes, teachers' questioning is not challenging enough to deepen pupils' thinking, particularly for the most able pupils.
- Leaders do not always communicate effectively with staff to gain their full support on any staff changes and the goals they aim to achieve.
- Parents do not receive regular information on how well their children are doing in reading, writing, mathematics and other subjects.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment to raise achievement by ensuring that:
 - pupils are given sufficient time to act on teachers' marking and feedback on their work, in line with the schools' marking and feedback policy, to help them improve their work, particularly in writing
 - teachers further develop their questioning skills to help all pupils deepen their understanding and challenge their thinking, especially the most able pupils.
- Strengthen the effectiveness of leadership and management by ensuring that:
 - pupil progress meetings take place more frequently to ensure timely support for all groups of pupils to help them make rapid and substantial progress
 - there is effective communication with staff to ensure they are fully aware and supportive of any staff changes and the goals leaders aim to achieve
 - parents are provided with regular information on how well their children are doing in reading, writing, mathematics and other subjects, so that they are able to fully support their children's learning.

Inspection judgements

Effectiveness of leadership and management is good

- The effectiveness of leadership and management has improved since the previous inspection, and the areas requiring improvements have been successfully addressed. The headteacher is supported effectively by her two deputy headteachers and other leaders, including governors, to drive improvements. This has led to improvements in the quality of teaching, learning and assessment, which is now good.
- The headteacher and leaders, including governors, have high expectations for pupil outcomes, and these are shared by all staff.
- Performance management is linked to the teachers' standards and teachers' pay awards. Leaders' checks on the quality of teaching, learning and assessment are now more frequent, and ensure teachers receive the appropriate support and training to improve. As a result, teaching is good and pupils make good progress.
- Leaders have an accurate view of the school's strengths and areas for development. The school improvement plan focuses on the main areas to further improve the quality of teaching, learning and assessment and raise pupils' achievement. Leaders, including governors, and middle leaders are involved in monitoring and evaluating these priorities and holding teachers to account for the progress their pupils make.
- Provision for pupils who have special educational needs or disabilities is effective. These pupils receive good-quality care and support, and the school works successfully with external agencies to ensure their needs are met. Regular assessment informs well-targeted interventions to ensure these pupils make good progress.
- The pupil premium is used well to improve the outcomes for disadvantaged pupils. The progress of disadvantaged pupils is tracked and monitored carefully. These pupils are provided with timely and effective support to ensure they achieve well. Leaders ensure that disadvantaged pupils are helped and encouraged to participate fully in all that the school has to offer.
- The curriculum is broad, balanced and responsive to the needs and interests of pupils. There are rich opportunities for pupils to extend their learning through participating in after-school clubs and trips outside the school. The promotion of art and music is particularly strong. Pupils' art work is of good quality and is displayed around the school. Many pupils learn to play a musical instrument in the school and are involved in concerts. Pupils show a real love for singing.
- Pupils' spiritual, moral, social and cultural development is strong and is promoted well through the curriculum. Assemblies are seen as special times and there is a real sense of togetherness, especially through singing and when celebrating each other's achievements.
- The school prepares pupils well for life in modern Britain through teaching them about tolerance and respect, and the importance of valuing diversity. Pupils study other religions and visit different places of worship to widen their appreciation of and respect for cultural and religious diversity.
- British values are promoted through pupils learning about democracy when electing members of the school council, and engaging in an election campaign and discussions on the Scottish referendum.
- There are regular meetings involving senior leaders, middle leaders and teachers to check the progress of pupils who are at risk of underachievement, including disadvantaged pupils and those who have special educational needs or disabilities. These pupils are provided with effective support to ensure they make at least good progress. However, these progress meetings are not so frequent for other groups of pupils, including the most able pupils, to help them make rapid and substantial progress.
- A minority of parents that spoke to inspectors said that they do not receive regular information on how well their children are doing. This is also confirmed by a minority of parents responding to the online Parent View survey.
- Leaders do not always communicate effectively enough with staff to ensure they are fully aware of any staff changes and the goals they aim to achieve. This sometimes undermines staff members' confidence in leaders and the morale in the school.
- The local authority has brokered effective support for the school from other schools to improve the quality of leadership, including governance. It has also carried out an effective school review to help leaders further improve the quality of teaching.

■ The governance of the school

- Governors are committed and have high expectations for pupils. Governors ensure they receive the appropriate training to enhance their knowledge and skills to carry out their responsibilities effectively. They visit the school regularly and receive good-quality information from leaders, including middle leaders. Through this, they know the school's main strengths and areas for development.
 - Governors are trained on safeguarding, including on safer recruitment of staff. However, they are mindful that their checks on the safeguarding information for staff are not always frequent and rigorous enough and have taken recent action to address this.
 - Minutes from governors' meetings demonstrate their ability to ask searching and challenging questions of senior leaders. They ensure that senior leaders are effectively held to account and supported. However, governors do not conduct regular staff surveys to find out for themselves the views of staff and to ensure morale in the school is always high, especially during a period of staff changes and restructuring.
 - Governors know about the quality of teaching and the progress pupils make across the school. They know about the performance management arrangements for teachers, and how any pay awards for teachers are linked to a range of evidence, including the quality of their teaching and the progress pupils make.
 - Governors have a secure oversight of the school's finances and ensure that any additional funding, including the pupil premium and the physical education and sports funding, is used effectively.
- The arrangements for safeguarding are effective. All staff are well trained in safeguarding and know how to keep pupils safe. There are good links with parents, especially parents of the most vulnerable pupils, and other agencies, to ensure pupils are safe and their personal and welfare needs are met. Almost all parents responding to the online Parent View survey support the view that their children are kept safe in school.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved since the previous inspection and is now typically good. As a result, pupils make good progress in reading, writing and mathematics and across a range of other subjects, including science, technology and computing, and art.
- Teachers' assessment of pupils' progress is secure and they use this information effectively to plan activities to match pupils' needs and abilities. This ensures that all groups of pupils make good progress, including the most able pupils, who are provided with appropriate and challenging work. Leaders have created good working links with other schools and work closely with the local authority to ensure that teachers' judgements about standards are secure.
- Pupils have positive attitudes to their learning, and there are strong working relationships between them and staff. As a result, lessons start swiftly and there are very few interruptions to learning. Pupils are keen to do their best and their academic and personal achievements are celebrated in assemblies and through attractive displays of their work in classrooms and around the school. Pupils say that they enjoy their learning.
- Teaching assistants make a strong contribution to learning. They are skilled and work effectively with pupils, including those who have special educational needs or disabilities, those who speak English as an additional language and disadvantaged pupils. Leaders and teachers monitor the progress of these pupils frequently to ensure they make good progress.
- The teaching of writing has improved. Pupils have opportunities to write at length and across different subjects. Pupils have good opportunities for speaking and listening and write for a range of purposes. For example, in a Year 4 class debate, pupils used persuasive language to argue their ethical stance on the effects on tourism. One pupil commented: 'I am arguing against tourism on the "Great barrier reef" because the locals will be forced to move.' Targets in books are used well by pupils and staff to measure and check the progress in writing. In a Year 6 class pupils wrote informative letters and poems to Year 5 pupils to advise them about the expectations in Year 6.
- In Year 6, pupils worked collaboratively using group skills in numeracy, literacy, information technology, art and design in a 'Young enterprise competition' to design and market a T-shirt. There were good opportunities for pupils who speak English as an additional language to enhance their speaking skills and extend their language and vocabulary.
- The teaching of mathematics is highly effective. Teachers have a secure subject knowledge and provide

challenging work for pupils, including the most able pupils. Pupils are confident in using different operations in solving problems. In a Year 5 lesson, pupils were thoroughly engaged in solving two-digit problems using the 'grid method'. They then moved on seamlessly to multiplying three-digit numbers, with additional challenge for the most able pupils on estimating answers.

- The teaching of phonics (letters and the sounds that they make) is effective. Pupils enjoy reading and their love for reading is growing. Pupils say they practise their reading daily and that staff listen to them read. They say that their 'Bug club' helps them to understand what they have read through answering questions about their reading. Pupils in Years 1 and 2 who read to inspectors showed much enthusiasm and interest in their reading. Most of these pupils were able to use their phonics skills well to read difficult or unfamiliar words. One Year 2 pupil was an avid reader of Roald Dahl and said 'I have a whole set of his books'.
- The teaching of physical education is effective. Teachers use their subject knowledge and planning well to ensure pupil engagement and to promote their physical development. In a Year 2 lesson, pupils watched a video to identify the different stages of a triple jump. They made good progress with their learning, with pupils acting as 'coaches' to check and improve each other's jumping techniques.
- Although teachers' questioning is generally good, occasionally questioning is not hard or challenging enough for the most able pupils to deepen and consolidate their understanding further. As a result, their progress sometimes slows.
- The quality of teachers' marking has improved since the previous inspection. Teachers mark pupils' work in their books and provide them with feedback on how they can improve, in line with the school's policy on marking. However, pupils do not always have sufficient time to respond to these comments, particularly to improve their writing skills. This slows their progress.
- Most parents responding to the online Parent View survey agree that their children are taught well, with a majority agreeing that they receive appropriate homework.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are kind, friendly and courteous. They are respectful of all staff and each other and engage easily with visitors to talk about their learning. Pupils are developing into confident learners through their positive attitudes to learning and the strong relationships that exist in the school.
- Pupils say they feel safe and well looked after, and that they can easily approach a member of staff if they have any concerns about their safety. They are taught well about different unsafe situations and how to keep themselves safe, including when using the internet and when crossing roads.
- Pupils know about different types of bullying, including cyber bullying, and racist and homophobic name-calling. They say that bullying is not an issue in the school. This is confirmed by school records that show very few incidents of bullying or poor behaviour. Various posters and displays around the school promote respect and tolerance for all.
- There are effective links with external agencies to support pupils' personal development and emotional well-being, including support for pupils and parents to improve behaviour and attendance.
- Pupils enjoy the different responsibilities they are given as part of their preparation as responsible future citizens. For example, they are involved in raising money for charities and acting as class monitors, library monitors, phone monitors and members of the school council.
- Most pupils take pride in their work. However, a few pupils do not always ensure that their work is well presented.
- In Years 6 and 5, pupils apply themselves exceptionally well in lessons and show good levels of resilience and independence. However, in some other classes a minority of pupils, particularly the lower-attaining pupils, tend to depend too much on direction from teaching assistants, rather than figuring out what to do for themselves.

Behaviour

- The behaviour of pupils is good. Pupils from all backgrounds get on well with each other and play harmoniously at breaktimes. They move around the school building sensibly and work together purposefully in lessons. They are keen to learn and disruption to learning is rare.

- Behaviour at lunchtime is calm. When pupils come together as a whole school, for example for assembly, they behave very well and know what is expected of them. Behaviour in the dining hall at lunchtime is good, and pupils follow routines well and use this occasion to socialise.
- Staff have high expectations of pupils' behaviour and apply the behaviour policy consistently. Pupils know the consequences of poor behaviour, and they know about the 'warning card' system and that 'it is good to be green'. Pupils are enthusiastic about receiving rewards for good behaviour through gaining house points and 'Golden time' to enjoy a wide range of activities together.
- Attendance is above average and punctuality is good. Parents are supportive of the school and receive half-termly 'traffic light' reports on their child's attendance. Exclusions are rare.
- Most parents responding to the online Parent View survey agree that pupils are well behaved. Most staff responding to the staff questionnaire agree that behaviour is good; a few do not.

Outcomes for pupils

are good

- Pupils make good progress across the year groups in reading, writing and mathematics. This is confirmed by inspection evidence from lesson observations, scrutiny of pupils' books, analysis of school information and discussion with pupils about their work. Pupils also make good progress in other subjects, most notably science, technology and computing, and art. Pupils in Years 2 to 6 benefit from learning French. Overall, standards are rising and most pupils are on track to reach their age-related expectations. Pupils in Year 6 are being prepared well for secondary school.
- In 2015, attainment at the end of key stage 1 was above average in reading and writing, and significantly above average in mathematics. Attainment at the end of key stage 2 was in line with the national average overall, and was significantly above average in mathematics and English grammar, punctuation and spelling.
- The most able pupils make good progress and achieve well in reading, writing and mathematics. At the end of Year 6 in 2015, the proportion of pupils achieving the higher levels was in line with this group nationally and particularly strong in mathematics. The most able pupils are provided with challenging work to spur on their learning.
- In 2015, the proportion of Year 1 pupils achieving the expected standard in the phonics screening check was in line with the national average. The teaching of phonics across the school, including in the early years, is effective. Pupils enjoy their phonics sessions and use their phonics skills well to improve their reading. The current school information shows that pupils are on track to improve on the last year's phonics screening check score.
- Writing has improved since the previous inspection. Pupils enjoy writing and there are good displays in the classroom and corridors of pupils producing writing for different purpose. Pupils are encouraged to write at length and across different subjects to improve their writing skills. Pupils are very keen to obtain their 'pen licence', which they get when they can demonstrate legible joined-up writing. However, sometimes their progress slows in writing when they do not respond to the teacher's comments in their marking on how to improve their writing further. Occasionally, some pupils' handwriting is untidy, which hampers their fluency in writing.
- Pupils make good and sometimes better progress in mathematics. Pupils benefit from teachers' strong subject knowledge in mathematics. Pupils show skills in calculation and are able to solve problems effectively using their reasoning skills and applying their knowledge to explain their answers.
- There is effective support for pupils who have special educational needs or disabilities, and their progress is closely monitored for timely interventions. As a result, they make good progress in reading, writing and mathematics from their lower starting points.
- Boys and girls make good progress. Current performance information and work in pupils' books confirm that there is no significant difference in the progress that boys and girls make. At the end of Year 6 in 2015, some boys did not do well in reading and writing. This was because a higher number of boys in that cohort were at early stages of speaking English as an additional language, some of whom joined school in Year 5 and 6.
- Pupils who speak English as an additional language make good progress in reading, writing and mathematics. Some of these pupils are at early stages of learning English. Effective support from teachers and teaching assistants, including speaking opportunities in lessons, help this group of pupils to do well.
- At the end of Year 6 tests in 2015, there were gaps in the attainment of disadvantaged pupils compared with other pupils both nationally and in the school, particularly in mathematics. However, these gaps are

closing rapidly across the year groups, with disadvantaged pupils now making progress that is similar to, and sometimes better than, their classmates. Leaders are tracking the progress of these pupils more closely and using the pupil premium funding to a greater effect to target intervention work.

Early years provision

is good

- Children enter the early years with skills and abilities that are well below those seen typically for their age. Most of the children speak English as an additional language and a majority have gaps in their communication and language and literacy skills. As a result of high-quality care, support and good teaching, children make at least good progress across all areas of learning. Overall, writing is slightly weaker than other areas of learning, particularly for boys.
- In 2015, the proportion of children achieving a good level of development was above average. The current moderated assessments show that a large majority of children are achieving a good level of development. The school ensures that children are prepared well for Year 1.
- Staff plan the children's work well, taking into account their different ages and stages of learning. Staff monitor and record the progress that children make with their learning. This information is used well to plan for their next steps in learning.
- Staff interact well with pupils to extend their vocabulary and language, with plenty of opportunities for children to enhance their listening and speaking skills. Children show confidence and independence in the choice of activities, both indoor and outdoor, and demonstrate a 'have a go' attitude. In a Reception class, a child acted as a presenter using a microphone and said 'Today it is raining and we are having a wet, wet play'.
- Children have good attitudes to learning and their behaviour is consistently good. They collaborate well with each other, both indoors and outdoors. The outdoor learning area is stimulating and engaging, and is particularly strong in the Nursery. This contributes positively to the good progress children make.
- Phonics is well taught and children look forward to practising their letter sounds. One of the most able children suggested the word 'nephew' when children were asked for a word with a 'ew' sound. They use their phonics skills to write words and simple sentences. One child was able to spell the word 'view' correctly. A child in Reception wrote 'The ant eat a leaf'. There is greater focus on developing children's writing, which is leading to steady improvements.
- Children show confidence in using technology. Children in the Reception class used a computer to create pictures and to write an invitation for sports day activities. Children in the Nursery had opportunities to enhance their counting skills in the 'Adventurous pirate tent' through counting 'gold' coins and guessing how many coins there were in a pouch.
- Disadvantaged children and those who have special educational needs or disabilities are supported effectively and achieve well. This is as a result of well-planned activities which meet their needs.
- There are good links with parents and local nurseries to ensure the transition into early years is smooth and effective. Leaders ensure that assessments are accurate through undertaking moderation work, both internally and with the local authority. Information on children's progress is shared regularly with parents.
- The early years provision is well led and managed. The leader ensures that assessment is accurate to track the progress of children and that activities are well planned to address any gaps in learning. The leader knows the strengths of the provision and is aware that writing, particularly for boys, needs further improvement.
- Safeguarding in the early years is effective and the provision meets statutory requirements.

School details

Unique reference number	102213
Local authority	Harrow
Inspection number	10011916

This inspection 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	634
Appropriate authority	The governing body
Chair	Claire Severino
Headteacher	Jane Frankau
Telephone number	020 8422 9207
Website	www.roxbourneprimaryschool.co.uk
Email address	office@roxbourne.harrow.sch.uk
Date of previous inspection	17–18 June 2014

Information about this school

- This is a larger than average-sized primary school.
- Children attend a part-time morning and afternoon Nursery class. There are three full-time Reception classes.
- Pupils come from a wide range of ethnic groups, with the largest group being from an 'any other Asian' background.
- The proportion of pupils who have special educational needs or disabilities is average compared to similar schools nationally.
- The proportion of pupils supported with additional government funding, known as the pupil premium, is below average. This funding is provided for those known to be eligible for free school meals and children looked after.
- The proportion of pupils from minority ethnic groups is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed pupils' learning in 32 lessons, one of which was a joint observation with the headteacher. Inspectors observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils to discuss their learning and views about the school. Inspectors listened to pupils read in Years 1 and 2 and discussed their reading with them.
- The inspectors held discussions with senior leaders, middle leaders and four governors, including the chair of the governing body. A discussion was held with a local authority representative.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching and learning, information about pupils' progress, attendance and behaviour records and safeguarding arrangements.
- The inspectors scrutinised pupils' work in different subjects across the school to see what progress they make, and the quality of teachers' marking and feedback to pupils in line with the school's marking policy.
- The inspectors took account of 44 responses received from parents to the online Parent View survey. In addition, inspectors spoke to parents in the playground at the start of the school day. The inspectors also considered 37 questionnaires completed by staff.

Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Clementina Aina	Ofsted Inspector
Helen Bailey	Ofsted Inspector
Milan Stevanovic	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

