



# Roxbourne First School

## Inspection Report

**Unique Reference Number** 102213  
**LEA** Harrow LEA  
**Inspection number** 276674  
**Inspection dates** 22 September 2005 to 23 September 2005  
**Reporting inspector** Mrs Mary Summers AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Torbay Road
<b>School category</b>	Community		Harrow
<b>Age range of pupils</b>	5 to 8		Middlesex HA2 9QF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	2084229207
<b>Number on roll</b>	338	<b>Fax number</b>	2084239097
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Martin Wise
<b>Date of previous inspection</b>	27 November 2000	<b>Headteacher</b>	Miss J Frankau

<b>Age group</b> 5 to 8	<b>Inspection dates</b> 22 September 2005 - 23 September 2005	<b>Inspection number</b> 276674
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Roxbourne First School is a popular school for children aged four to eight years. It caters for 340 pupils who come from mainly white British or Asian British backgrounds although many other ethnic groups are represented. Many speak English as an additional language. Just under a fifth of pupils are in the early stages of learning English and this number is growing. The number of pupils from refugee families is also growing. These pupils often transfer into school with very limited English and little previous experience of education. The number of pupils entitled to free school meals is low as is the number with learning difficulties and disabilities.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This school provides a good education for its pupils. Senior managers have a clear idea of the strengths and the areas for improvement. Pupils reach high academic and personal standards. They start in Reception at broadly average standards and make steady progress, reaching levels which are generally in line with and, in some areas, above those expected nationally. Pupils feel safe and approach new learning with confidence and real enjoyment. The majority of parents value the school's work highly. Provision for pupils with learning difficulties and disabilities is especially effective. Good teaching and an interesting and relevant curriculum enthuse the pupils and help them achieve well. The attendance of a few pupils is of concern to the school and this affects the overall rate of attendance which was well below average last year. The leadership and management of senior staff is effective and has enabled good improvement to be made, especially over the past year. Governors are carrying out a satisfactory monitoring role but are not yet involved enough in evaluating school effectiveness or the impact of their spending decisions. The school has made good improvement since its last inspection, especially over the last year. It is well placed to improve its performance. There is a real commitment towards ensuring that its motto 'Reaching for Success' is borne out in all aspects of its work. It provides good value for money.

### What the school should do to improve further

\* Continue to raise attendance levels\* Extend governors' roles in evaluating school effectiveness and the impact of their spending decisions

## Achievement and standards

### Grade: 2

Apart from a dip in 2004, standards for Year 2 pupils have been generally high in comparison to other schools over recent years. Standards in writing have not been as good and, last year, were typical of most schools. Senior managers targeted this area successfully, improving teachers' practice and ensuring that pupils who were not achieving well enough were given extra support. Standards are much better this year. Pupils in other year groups also achieve well. They are excited by the opportunities offered and their enjoyment is evident in their work. 'I really love writing,' said one boy in Year 1, 'and my teacher says I am very good at it!' The headteacher and teachers carefully monitor pupils' progress. Individual targets are set according to pupils' capabilities and provide good levels of challenge. The priority is for every pupil to achieve the best they can, regardless of their background, gender or ethnicity. The achievement of girls in writing, for example, was highlighted as a priority for improvement last year and has been effectively addressed. Currently, there are no significant differences between the achievement of different groups of pupils. Pupils with learning difficulties or disabilities, and those for whom English is an additional language, benefit from high levels of adult support. They achieve well because of the

confidence these adults give them and the well-structured work provided for them by teachers.

## **Personal development and well-being**

### **Grade: 2**

The school judges pupils' personal development to be good and inspectors agree. It contributes significantly to their good achievement. They take their education seriously and really enjoy learning. They listen attentively and readily support each other in lessons. Behaviour is good. Pupils work and play together happily, whatever their ethnic or cultural background. Spiritual, moral, social and cultural development is good. Pupils learn how to keep themselves safe. They know how to deal with bullying although they say that this seldom happens. They know about healthy lifestyles. They enjoy physical education lessons three times a week, and participate enthusiastically in after school clubs such as Indian dance. Pupils contribute to their school community through the school council. They have been influential in providing more play equipment in the playground. Their good basic skills in literacy, numeracy and the use of computers stand them in good stead for their future education and economic well-being. Attendance rates have fallen in recent years. Last year they were well below average. Recent action to improve attendance has shown signs of improvement. Closer links with parents are currently being developed so that the importance of attendance can be stressed more effectively.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school gauges teaching and learning to be good and inspectors agree. Lessons are planned thoughtfully and cater well for pupils' different backgrounds and abilities. Teachers make lessons interesting, which motivates pupils and sustains their attention. In a successful Year 1 lesson, for example, the teacher involved pupils in discussing the story of the Good Samaritan. Pupils quickly understood what it is like to be alone and hurt, and how important it is to help those in need. Teaching assistants make a very important contribution, particularly for those pupils with learning difficulties. All pupils rise to teachers' high expectations of their work and behaviour. Consequently, pupils of all abilities and those who are at the early stages of learning English, progress well. They concentrate for increasingly long periods of time and are eager to do their best. Assessment of pupils is good. This information is used carefully to plan their next steps in learning, keep a check on progress and set targets. Work is marked conscientiously and pupils appreciate the help they get when they have difficulty.

## **Curriculum and other activities**

### **Grade: 2**

The school assesses that its curriculum provision is good and inspectors concur. It is carefully planned. Thoughtful provision for children in Reception ensures that they get off to a good start. Their outdoor play facilities have improved since the last inspection and children benefit from a good range of apparatus for climbing and balancing. Recent improvements in curriculum organisation have strengthened links between subjects. This thematic approach enables pupils to see the relevance of their learning and contributes to their enjoyment. For example, Year 2 pupils developed their reading skills by studying a passage about Florence Nightingale, effectively linking their work in history and literacy. Careful planning ensures a consistent approach from class to class and that work builds on what pupils have learned previously. There is a strong focus on the Arts, resulting in the achievement of the Artsmark Award.

## **Care, guidance and support**

### **Grade: 2**

The school assesses these aspects as good and inspectors agree. Child Protection procedures are secure. Careful attention is taken to ensure that pupils are safe whilst at school. New pupils are helped to feel at home. Children starting in Reception for example, have a gradual introduction to school life and this helps them feel confident and ready to learn. Teachers know the pupils well. They manage pupils' behaviour sensitively and this ensures a quiet and positive working atmosphere. Pupils with learning difficulties and disabilities are especially well supported. Senior staff take a close interest in their progress and welfare and teachers and assistants ensure that the work set in class is pitched at the right level. One pupil for example, benefited from a set of photographs of his classmates in a writing session on 'My Friends'. This helped him to focus on their characteristics and complete his written task. Teachers have been trained in the use of relevant strategies for supporting pupils with English as an additional language. These contribute to these pupils' effective learning in lessons.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and contribute well to the school's continuing success. The new management team has taken a firm hold of the reins and has undertaken some good evaluation work to identify school strengths as well as areas for improvement. Inspectors agree with their findings. Areas identified for improvement last year were addressed successfully. A high priority was to raise standards, especially in writing. Increased resources in terms of a new reading scheme and improved teaching strategies for writing have resulted in a significant rise in standards this year. Staffing decisions have been based upon good analysis of needs. The high number of support staff for example, has an extremely beneficial impact upon pupils' achievement, particularly those in Reception and those with learning difficulties or disabilities. The

school motto 'Reaching for Success' is very apt. The good example promoted by the headteacher and deputy has had much to do with the good improvements in provision since their arrival. They provide the school with a good capacity for continued improvement. Governors carry out a satisfactory role. They are developing a reasonable knowledge of the school. However, they are not yet involved closely enough in evaluating the school's work and the impact of their policies and budgetary decisions.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school last week, and thank you especially to those children who spent time talking with us, and telling us their views and ideas. I am pleased to tell you that we agree that your school is a good school. We were especially pleased with these things:

- \* The good standards you reach in your work. We could see this in your books and work on display.
- \* You behave well, work hard in lessons and listen carefully to your teachers. This really helps you make good progress.
- \* The way that you help each other in lessons and around the school.
- \* Your teachers and other adults look after you carefully. They make sure that you get help if you need it.
- \* The interesting work that your teachers give you in lessons.

These things could be better:

- \* It is important that you all attend school regularly and do not have too much time off.
- \* Your headteacher is helping your school get even better but she could do with a bit more help from school governors.

We hope that you will continue to work hard and do well at school.