



# Roxwell Church of England Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 115118  
**LEA** ESSEX LEA  
**Inspection number** 279516  
**Inspection dates** 2 February 2006 to 3 February 2006  
**Reporting inspector** Mrs. Helen Ranger LI

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

<b>Type of school</b>	Primary	<b>School address</b>	The Street
<b>School category</b>	Voluntary controlled		CM1 4PE
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01245248229
<b>Number on roll</b>	73	<b>Fax number</b>	01245248904
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Glynn Eastman
<b>Date of previous inspection</b>	10 July 2000	<b>Headteacher</b>	Mr. Peter Wadsworth

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 2 February 2006 - 3 February 2006	<b>Inspection number</b> 279516
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a much smaller than average primary school, serving the village of Roxwell and its surrounding area. Pupils come from a wide range of backgrounds and all are from white British families. Their attainment on admission is broadly average and the proportion with learning difficulties or disabilities is similar to that in most schools. A higher than average proportion of pupils join or leave the school at times other than the usual transfer points.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 4**

Roxwell School has experienced several challenging years, during which substantial staff changes resulted in disruption to the pupils' learning. Greater stability in staffing is now beginning to improve the quality of education. However, the school's evaluation of its current performance is too optimistic. It has not improved enough in recent years and its overall effectiveness is inadequate. Although pupils' learning is satisfactory, more needs to be done to make sure that teaching is consistently good enough to raise standards more quickly. Pupils reach average standards between Reception and Year 2 but standards are too low in Years 3 to 6. This is where pupils have been most affected by staffing problems in the past. Pupils' overall personal development is satisfactory and their behaviour is generally good. The school offers a sound curriculum that pupils enjoy. The school is showing the capacity to improve with its current staff team. It is benefiting from the support of the local authority's advisers, and recent initiatives for improvement are having a positive impact on achievement. The headteacher is well respected by the pupils and has significantly improved the partnership with parents since his arrival. However, some significant weaknesses in leadership and management remain. In particular, the school needs to have a clearer picture of how well it is doing and how it will ensure that standards rise rapidly enough. Senior staff and governors have not tackled this with sufficient urgency to date. In view of pupils' recent low standards, the school provides unsatisfactory value for money. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the progress made by pupils in Key Stage 2 and in how urgently weaknesses in the school are addressed.

### **What the school should do to improve further**

- Ensure that pupils make good progress in English and mathematics in Years 3 to 6.
- Raise the quality of teaching to a consistently high standard in all classes.
- Make sure that the school has an accurate view of how well it is doing, so that the improvement plans focus clearly on the most urgent and important action needed to raise standards.

## **Achievement and standards**

### **Grade: 4**

Achievement and standards are inadequate overall because of the low standards reached by the pupils in Key Stage 2. From an average starting point when pupils join the school, progress is satisfactory up to the end of Year 2. It has improved in these age groups since the last inspection, when there were weaknesses in the provision made for the youngest pupils. They now reach the nationally expected levels by the end of Reception. The school's results at the end of Year 2 have been average in the

past few years in reading, writing and mathematics. The school's performance in the national tests at the end of Year 6 has been in decline for several years. In 2005, results were exceptionally low in mathematics and science, and below average in English. There has been some significant underachievement in recent years by the pupils in Years 3 to 6 and the records of current pupils show that not all of this has been eradicated. The school failed to meet the targets set for 2005. Quite a high proportion of the pupils now in Year 6 have special learning needs and they are making satisfactory progress towards the individual learning targets set for them. Teaching in this age group is currently good, but there is still more to be done for pupils to make up lost ground.

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

### **Grade: 3**

Pupils' personal development is sound. Most pupils have positive attitudes to learning and their attendance is average. Older pupils welcome the recent improvements to the school. They say that teaching has not always interested or challenged them in the past. Behaviour is generally good and pupils enjoy most aspects of school. A very small number of pupils need frequent encouragement to behave well and they receive this. They are supported extremely well by the special needs co-ordinator who works very effectively to cater for their individual needs. Other pupils are tolerant of them. Pupils' overall spiritual, moral, social and cultural development is satisfactory. They learn about a range of other countries and faiths. However, they have too little understanding of the diversity of ethnic and religious groups in modern Britain. Pupils are clear about how to keep themselves safe. Bullying is rare, and pupils say it is handled well by their teachers if it occurs. They take advantage of the satisfactory range of opportunities to keep fit and eat healthily, commenting that school lunches increasingly enable them to choose a good diet. Pupils benefit from the regular contacts with the local church and the village community. The school consults them where relevant and involves them in decisions about the day-to-day running of the school; for instance, through the school council. However, the oldest have not developed their skills in literacy and numeracy fast enough to ensure that they are prepared as well as they need to be for the next stage of their education and later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory. The lessons seen during the inspection were satisfactory or good. There is effective teaching for the pupils in Reception and Years 1 and 2. The teacher skilfully combines activities that cater for the extremely wide range of ages and abilities in the class. The cramped accommodation for this class does not promote efficient learning, but staff juggle the organisation as well as possible. The class also benefits from the headteacher taking the oldest pupils for literacy and numeracy sessions each week to boost their learning. In the rest of the school, lesson

planning is improving. However, the quality of teaching is not consistently good enough to raise standards rapidly. This is especially so at the start of Key Stage 2 where expectations of pupils are not always high enough and the teaching lacks pace. The school employs a large number of teaching assistants for its size; their effectiveness varies considerably and they could be used more efficiently. Teachers are improving the ways in which they track pupils' progress and set individual and group targets. This needs to be even more efficient for standards to rise more quickly and for staff to know precisely which aspects of provision need development. The quality of marking varies greatly. Teachers rightly praise pupils for their efforts, but many comments in books are too general. As a result, pupils are not sufficiently aware of precisely what they have done well and what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and covers the subjects it should. Since the last inspection, when its overall planning was weak, the school has ensured that the programmes of work for all subjects meet the needs of a small school with mixed-age classes more closely. Pupils say that lessons have become more interesting and practical this year. Staff new to the school have improved the provision for information and communication technology (ICT). It is now satisfactory. The special educational needs co-ordinator is making an excellent contribution to the curriculum. Her planning for individuals is of high quality and she is forging very productive links with these pupils and their parents. However, because the effectiveness of the teaching assistants varies, the quality of this planning is not always translated into effective action in the classrooms. There is a typical range of clubs and visits for a school of this size. Pupils also benefit from specialist tuition in music and physical education, for example, through good links with local secondary schools.

## **Care, guidance and support**

### **Grade: 3**

The school provides a healthy environment in which pupils feel secure. Most staff offer good day-to-day care that pupils and parents value. Parents comment on the friendly 'family ethos' of a small school. The quality of care offered by the team of midday supervisors has rightly been recognised as an area for improvement. In spite of this, pupils say they trust most adults to sort out any difficulties, including the rare incidents of bullying. They have particular members of staff with whom they can share any problems. Child protection procedures are in place. The headteacher and governors give satisfactory attention to risk assessment and the monitoring of health and safety, although not all written records give sufficient detail of how this has been done. The caretaker ensures that the school is cleaned and maintained well and his work enhances the overall quality of learning for pupils.

## **Leadership and management**

### **Grade: 4**

Since his arrival, the headteacher has raised staff morale, improved the school's partnership with parents and, latterly, made appointments that have put the school in a sound position to improve. Better teaching has led to more equality of opportunity for pupils. However, there needs to be a greater sense of urgency and purpose among staff and governors to monitor and improve standards. Over the past few months, the school has received intensive support and advice from the local authority. This is continuing and is having a positive impact on pupils' achievements. The school increasingly takes the views of pupils, parents and governors into account, but its overall evaluations of its effectiveness paint too rosy a picture. The main development plan includes aspirations to improve many aspects of the school. However, it lacks clarity about which of these are the most urgent or most important to raise standards, or precise ways that success will be achieved and measured. Governors give valuable support, but need to be more aware of how the school compares with others locally and nationally, so that they can check that it is moving forward satisfactorily.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## 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>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	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 me to your school and helping me to find out about it. This letter is to tell you about some of the most important things I saw. These are some of the best things

- You enjoy school and get on well with your teachers and each other.
- Your parents are pleased that your school feels like a large family where people care about each other.
- You like your headteacher and how he listens to your ideas and views.
- You are pleased that your teachers are making lessons more interesting and practical than they used to be. These are things that can be made even better
- You can do better in literacy and numeracy, especially in Years 3 to 6, and I hope you will work hard with your teachers on this.
- You told me you would like more help with any problems at lunchtime and I would like the school to make sure this happens.
- Some of you have not done as well as you could because you have had lots of changes of teacher. I want the school to make sure you catch up on anything you have missed.
- The staff and governors need to make sure that they know how good your school is compared with other schools, so that they can improve anything important that is needed. I enjoyed meeting you and seeing your work.

Mrs Helen Ranger