



# Roxwell Church of England Voluntary Controlled Primary School

## Inspection Report

---

**Unique Reference Number** 115118  
**Local Authority** ESSEX  
**Inspection number** 295394  
**Inspection dates** 8–9 February 2007  
**Reporting inspector** Ruth Frith

This inspection of the school 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		Roxwell, Chelmsford
<b>Age range of pupils</b>	4–11		Essex CM1 4PE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01245 248229
<b>Number on roll (school)</b>	71	<b>Fax number</b>	01245 248904
<b>Appropriate authority</b>	The local authority	<b>Headteacher</b>	Mr P Wadsworth
<b>Date of previous school inspection</b>	2 February 2006		

---

<b>Age group</b> 4–11	<b>Inspection dates</b> 8–9 February 2007	<b>Inspection number</b> 295394
--------------------------	--	------------------------------------

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a small, three class school which serves the village of Roxwell and surrounding area. Pupils come from families representing a range of socio-economic backgrounds and all have White British heritage. Children's attainment on entry to school is broadly average but in some years it is a little above. The proportion of pupils with learning difficulties or disabilities is slightly above that usually seen. A small number of pupils have a statement of special educational need. A higher than average percentage of pupils join or leave the school part way through their primary schooling. In the February 2006 inspection, the school was judged to require significant improvement and was therefore given a Notice to Improve.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The inspection agrees with the school's accurate evaluation of its own performance. Significant improvements have been made since the last inspection and a few aspects of the school are good. In accordance with Section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement and provides its pupils with a satisfactory standard of education.

Leadership and management of the school are satisfactory but over the last year have improved substantially, partially due to effective work with the local authority. There is renewed enthusiasm and commitment to improving provision and raising standards and staff share a clear vision of what they need to do next. Because the school has effective procedures to evaluate how well it is doing and what needs to be improved, priorities are appropriate and actions achievable. Recent developments have improved teaching, learning, pupils' progress and attainment. Although these measures have not been in place long enough to have fully achieved the desired effect in mathematics, there are clear signs of improvement in English. The school's capacity for further improvement is good. Governors support the school well and help to ensure that it provides satisfactory value for money. Parents are very positive about the school and what it offers their children.

Achievement and standards are satisfactory. Staff in the Foundation Stage ensure that quality and standards are satisfactory, despite the disruption and lack of facilities caused by current building works. Some good progress was seen in Key Stage 1 last year when pupils in Year 2 reached above average standards in reading and writing. Standards in mathematics were average. Older pupils' learning has been affected by inconsistencies in teaching over several years and to some extent, the legacy of this can still be seen, particularly in mathematics. Year 6 pupils attained broadly satisfactory standards in English and science last year but below average standards in mathematics where problem solving skills are weak.

Teaching and learning are satisfactory but there has been a significant increase in the number of good lessons. Pupils' progress overall remains satisfactory and not good because planning does not use all the information available to match the work to pupils' abilities, particularly higher attaining pupils. The curriculum, although satisfactory, does not always take into account the wide range of abilities in each class or make effective links between subjects.

Pupils' personal development and well-being are good. They enjoy school, behave well and develop good relationships with staff and each other. Pupils feel well cared for because staff provide effective pastoral support. Academic guidance is only satisfactory as some pupils are not really clear about how to improve their work. Pupils know how to keep themselves safe and healthy. They care for others and the school council gives them a voice in developing the school.

### What the school should do to improve further

- Raise standards in mathematics by developing pupils' problem-solving skills.

- Improve teaching by ensuring that expectations are consistently high, particularly for more able pupils.
- Improve the curriculum by developing links between subjects.
- Ensure that all pupils know how to improve their work and make better progress.

## **Achievement and standards**

### **Grade: 3**

From broadly average starting points, pupils achieve satisfactorily overall although due to improvements in teaching and learning over the last year, their rate of progress is improving. Satisfactory progress is maintained in the Foundation Stage so that by the time children enter Year 1 standards are similar to those expected nationally and sometimes slightly above. In the 2006 Year 2 national teacher assessments, standards improved on the previous year and were above average in reading and writing and broadly average in mathematics. The lower standards in mathematics were a result of fewer pupils than average gaining a higher level. Standards in Year 6 were also better than the previous year and were broadly average in English and science but below average in mathematics. Here, too, a lower than average percentage gained the higher level in mathematics. The school exceeded its challenging targets in English but failed to meet its targets in mathematics. Apart from a few more capable pupils, other groups generally do equally well including those with learning difficulties or disabilities. Pupils' work indicates that the trend of improvement is continuing.

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

### **Grade: 3**

Pupils' moral and social development is good. The vast majority of pupils respond well to the school's high expectations, behave well and show good attitudes to learning. Only a very small number of pupils need additional support to sustain good concentration and behaviour and the school works well with behaviour specialists to help them. Pupils say the school is 'friendly' and 'fun' and social events such as discos help to build on the good relationships developed in class. Nearly all enjoy school and value the friendships they make there. Pupils work together to gain team points thereby developing a sense of belonging and support in the school community. Older pupils help younger ones, for example, through reading with them. All know how to deal with unacceptable behaviour and how to keep themselves safe when cycling and walking. Pupils develop an understanding of ways of life different from their own and take part in a range of cultural activities although their spiritual and cultural development remains only satisfactory. Pupils' good social skills and satisfactory progress make a sound contribution to their future economic well-being. Attendance is satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning has improved since the last inspection and is now satisfactory. Better teaching of English, for example at Key Stage 1, is leading to higher standards in reading and writing and effective teaching of the older pupils is helping to compensate for inadequacies in the past. However, more still needs to be done to raise standards in mathematics and improve pupils' progress. There has been a focus on using text books and worksheets and this still shows in some pupils' lack of ability to use their numeracy skills to successfully solve mathematical problems. Teachers now have more comprehensive and up-to-date information about how their pupils are progressing and this is used effectively in many cases to plan appropriate work. Sometimes, however, because teachers focus on planning for each year group within the class they miss opportunities to match work to ability rather than age. This sometimes limits the expectation of the more capable pupils. Relationships between staff and pupils are good and create a good foundation for learning. When adults work with individuals and small groups the pace of learning increases and is frequently good.

### Curriculum and other activities

#### Grade: 3

Recent improvements to the curriculum have helped to raise standards in reading and writing. However, staff have not been so successful in mathematics as there have been weaknesses in the way pupils have been encouraged to develop their problem-solving skills. There is now an appropriate emphasis on the teaching of literacy, numeracy and information and communication technology (ICT). Some teachers are more effective than others at making links between subjects in order to develop these skills whilst, for example, teaching science, geography and history. The two year rolling programme ensures that there is no repetition in mixed age classes, but now and again, does not provide the necessary challenge for more capable pupils. The personal, social and health education programme gives pupils a clear understanding of how to live safe and healthy lives. This understanding is influencing what they do, for example, they eat healthy lunches and exercise more. A good range of popular clubs and activities is provided for a school this size and visits to local places of interest add another dimension to pupils' learning. They remember well what they have learnt from visits to museums and visitors to the school.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory overall but pupils' pastoral care is good. Staff know their pupils and their families well and work effectively with a range of agencies to meet their needs. The organisation and management of provision for those with learning difficulties or disabilities is particularly good and helps to support the

progress that these pupils make. Recent training and the development of the roles of teaching assistants has helped to improve the effectiveness of their work. Procedures for safeguarding pupils, child protection and health and safety are securely in place. There have been improvements in the way teachers monitor pupils' progress and identify the next steps in learning. However, practice is variable across the school so that in some lessons, pupils are confused about their targets and how they could improve their work.

## **Leadership and management**

### **Grade: 3**

Although leadership and management remain only satisfactory, this to some extent hides the significant improvement made over the last year. The school responded swiftly and positively to the findings of the last inspection and worked well with the local authority to improve its practice and raise standards. There is now a clear focus on developing teaching and learning and enhancing pupils' progress. Successes can be seen in the improved standards, particularly in English. Effective monitoring of the school's performance, together with evaluation of what it needs to do next, has resulted in a clear action plan with appropriate priorities. Governors are very supportive and they, too, have improved the way they check how well the school is doing. They have a clear understanding of its strengths and are becoming more involved in evaluation and school development.

**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

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

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

12 February 2007

Dear Children

Roxwell Church of England Voluntary Controlled Primary School, The Street, Roxwell, Chelmsford, Essex CM1 4PE

Thank you for making me feel welcome when I visited your school recently. I enjoyed talking to you and finding out about what you do. I have written below some of the things I liked.

- You enjoy school, work well together and help each other with your learning.
- You know how to stay healthy by eating a good diet and having plenty of exercise.
- You behave well and look after each other.
- Your work is improving, particularly in English, because the teaching is better.
- Staff look after you well so you feel safe. I was pleased to hear that you would go to a member of staff if you had any problems.

I have spoken with your Headteacher, the staff and governors and we have agreed that they need to help you to do better in mathematics by doing less work from text books and more practical activities. They also agreed to make the work more challenging, particularly for those of you who find learning easy. Lessons are going to be improved by making better links between different subjects. I also think you should get more help with understanding your targets.

I left your school confident that it will continue to improve and wish you all well in the future.

Yours sincerely,

Ms Ruth Frith

Lead Inspector