

# Redditch, Roman Way First School

## Inspection report

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<b>Unique Reference Number</b>	116733
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	312383
<b>Inspection dates</b>	31 October –1 November 2007
<b>Reporting inspector</b>	Martin Cole

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

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lee Woodward
<b>Headteacher</b>	Jane Scarborough
<b>Date of previous school inspection</b>	14 June 2004
<b>School address</b>	Colts Lane Winyates West Redditch B98 0LH
<b>Telephone number</b>	01527 528111
<b>Fax number</b>	01527 529952

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Almost all of the school's pupils are White British. The socio-economic status of the area the school serves is a little below average. Pupils start at the school with attainment below the level expected nationally at their age. The proportion of pupils with learning difficulties and/or disabilities is typical of primary schools nationally. A new headteacher began at the school in April 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which is well liked by parents. The pupils' very good attitudes and excellent behaviour help them take full advantage of the good teaching they receive so that they make good progress and achieve well. Pupils taking national tests in Year 2 attain above average results. Achievement in literacy, especially writing, is particularly good. In numeracy, achievement is also good overall but more able pupils are not always given sufficiently demanding work to ensure that they do as well as they could.

From their earliest days in the Nursery, the children enjoy coming to school. Throughout the school, pupils join happily in the lively activities provided for them both within lessons and after school. Pupils take part keenly in the excellent opportunities given to them for exercise. This helps them put into practice their very good understanding of how to stay healthy. Pupils get on very well with the adults and each other. School staff provide thorough, caring and sensitive support for pupils' welfare.

Teachers manage pupils very skilfully and lessons are consistently calm, happy and purposeful events. Pupils listen well to their teachers and concentrate hard on their work. The teaching is lively and engaging and provides plenty of encouragement and support. However, the tasks set for pupils occasionally cater insufficiently for the full range of their abilities, and particularly for the most able pupils in numeracy. The school curriculum is, in most respects, broad and stimulating. It is especially good in the Foundation Stage. Educational visits and visitors are used well to make learning lively. An exceptional range of after-school clubs valuably extends learning opportunities. However, the school provides too few opportunities for pupils to appreciate the cultural diversity of their society and the wider world.

A rising trend in pupils' standards reflects the good leadership and management of the school. In the short time since her appointment, the new headteacher has introduced a good number of improvements. These have been based on a good understanding of the school's performance and a clear vision of how it can be still better. Staff work well together in a strong, shared commitment to meeting pupils' needs and improving the school wherever possible. The capacity for further improvement is good.

## Effectiveness of the Foundation Stage

### Grade: 2

When children enter the Nursery they are helped to settle very well through strong links with parents and close monitoring of individual progress. Children begin with levels of skills below national expectations, but good teaching helps them make good progress. By the time they leave Reception, the great majority meet expectations in all areas of learning. Children's behaviour and attitudes to learning are outstanding and they show considerable independence and responsibility when working together without supervision. Staff organise lessons expertly to engage pupils, make learning fun and encourage them to initiate their own activities, which is why they become so independent. The Nursery and Reception are buzzing with purposeful, interesting activity all day long. The curriculum is rich and broad except for a lack of opportunity for children to become aware of the diversity of peoples who make up their society. There is excellent use of the outdoor accommodation. Children hone their very good physical skills and have a close relationship with nature and woodland whilst learning, for example, how to count and where hedgehogs live. Leadership and management of the Foundation Stage are good and

have resulted in clear recent improvements in the curriculum and teaching. Many initiatives are proving successful, for example, the new system for teaching phonics in Reception is promoting excellent progress. Very good information on individual children's short-term progress is gathered, but the overview of long-term progress between entry to the Nursery and the end of Reception is less clearly assessed.

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

?Help pupils to achieve as well in numeracy as they do in literacy by ensuring the tasks given to pupils, especially the most able, always suit their abilities. ?Extend opportunities and encouragement for pupils to appreciate the cultural diversity of their society and the wider world.

## **Achievement and standards**

### **Grade: 2**

Both in the Foundation Stage and in Years 1 to 4, pupils make good progress and achieve well. By the time they leave Year 2 and take national tests their overall standards are above average. Further good progress in Years 3 and 4 leads to standards above those expected nationally. The highest standards are in literacy, and especially in writing, where the school has made a successful drive to raise standards in the last two years. Numeracy standards are not as high as those in literacy, mainly because fewer of the more able pupils reach the higher levels of attainment. Generally, though, pupils of all abilities, including those with learning difficulties and/or disabilities, progress well. The school is doing better than most by helping boys do as well as girls.

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

### **Grade: 2**

Pupils show constant kindness to each other, offering to play with someone who is alone, or helping each other in class. Pupils thoroughly enjoy school, but their attendance is only satisfactory because too many parents take their children on holiday during term-time. Pupils behave very safely and know how to keep safe. They also have a very good understanding of how to keep healthy; they speak with excitement, for example, about how they eat more fruit and try to avoid fizzy drinks 'because we saw how they dissolve egg-shells'. Pupils' spiritual, moral, social and cultural development is good in most respects. They also show a good appreciation of the arts and their work on various artists is very good, but they have a limited understanding of the different cultures within British society or the wider world. Pupils contribute well to the school and wider community, for example, through their active school council, the 'Eco' committee which looks after the environment, or when working with the headteacher in planning an assembly. Pupils develop a host of good skills to prepare them well for their futures, including strong literacy, numeracy and computer skills and an understanding of how to work well in teams.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

A shining strength of the teaching is the highly effective management of pupils. An excellent atmosphere of harmonious relationships and enjoyment makes for very productive lessons.

Pupils cheerfully pay full attention in lessons, make a good effort and behave extremely well. Teachers plan lively activities and they use interactive whiteboards very well to give visual impact to ideas and explanations and to hold pupils' interest. Regular assessments of pupils are well used to group them by ability within classes, or into ability sets across classes for literacy and numeracy in Years 3 and 4. This means that pupils' work is generally well suited to their abilities and needs. Those finding difficulty are given good extra help, often through small-group support from teaching assistants. Sometimes assessment of the progress of pupils, especially the most able, is not used with enough precision to ensure that their tasks fully challenge them; this shortcoming is most apparent in numeracy.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum includes an introduction to foreign languages and meets most pupils' needs very well, but there are occasional exceptions in relation to numeracy and to the most able. A wealth of visits, visitors and after-school clubs contributes to a rich curriculum which enthuses the pupils and brings learning alive for them. For example, a recent visit by Second World War veterans involved the pupils in plenty of exciting activity including art, role-play and singing. Strong links with local schools have improved physical education, which is part of the very good provision to help pupils learn how to keep healthy. Similar links are also improving the mathematics curriculum and engaging the gifted and talented pupils in challenging projects. The curriculum is very successful in helping pupils develop their personal and emotional qualities but insufficient attention is paid in curricular planning to helping pupils learn about cultures other than their own.

## **Care, guidance and support**

### **Grade: 2**

Procedures to safeguard pupils and promote their welfare are robust. The school carefully and systematically monitors how well each child is doing on a termly basis. If pupils have learning or personal difficulties, the school has well designed programmes in place to support them. Guidance to support pupils' personal development is particularly effective. There is also good guidance to help pupils make progress in their work. Personal targets and whole-class objectives help pupils to be well aware of what they must do to improve. Pupils and their parents are given very good support when transferring to the next school. New measures taken in recent months to improve attendance are not proving as effective as expected and the school is considering other ways to tackle the problem of term-time holidays.

## **Leadership and management**

### **Grade: 2**

The new headteacher is leading the school well. All staff support her clear commitment to improvement and to reaching the challenging targets the school has set itself. Staff are united in their dedication to meeting all pupils' needs within an ethos of caring relationships and high expectations. In a short time, the headteacher has made an accurate analysis of the school's strengths and of how it can improve. Already some valuable improvements in teaching and curriculum have been made which have begun to raise achievement. Other improvements are under way but not fully implemented. After a period of change in leadership of the numeracy provision, a new subject co-ordinator has been appointed and is working closely with the

headteacher in a drive to close the gap between literacy and numeracy standards. Amongst other recent developments are procedures to involve more staff and more governors in keeping a check on the school's performance. Governors are supportive of the school and are responding well to this opportunity.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

2 November 2007

Dear Pupils

Inspection of Roman Way First School, Redditch B98 0LH

The inspectors who visited your school recently would like to thank all of you for your very friendly welcome. We enjoyed meeting you and talking to you.

We were glad to find that you enjoy school a lot and that you get on very well with each other and with the adults. You told us that you feel safe and happy at school. You are keen to learn and your behaviour is excellent. All of this is helping you to make good progress. The standard of your work is good.

Some of you told us about all the help the teachers and the other adults give you. We could see this for ourselves. The adults look after you well and give you lots of help and encouragement. The teachers give you good lessons and good work to do that helps you learn a lot. The school arranges plenty of interesting visits and events and puts on good after-school activities which you enjoy.

We have said that your school is a good school. The adults who are in charge of the school are doing a good job. They are working hard to make the school still better. However, we think there are three ways in which the school could give you still more help. We noticed that you do better at literacy than at numeracy. We would like the teachers to help you do as well in numeracy as you do in literacy so we have asked them to make sure the work they give you suits every single one of you, particularly those of you who could do harder work. Finally, we think the school should help you understand more about all the people of different cultures in the world and the way they live.

We wish you the very best for the future.

Yours sincerely

M H Cole Lead inspector