

Roxbourne First School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 102213 |
| Local Authority | Harrow |
| Inspection number | 323601 |
| Inspection date | 22 January 2009 |
| Reporting inspector | Derek Watts |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

| | |
|--|----------------------------------|
| Type of school | First |
| School category | Community |
| Age range of pupils | 4–8 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 347 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr M Wise |
| Headteacher | Miss J Frankau |
| Date of previous school inspection | 22 September 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Torbay Road Harrow HA2 9QF |
| Telephone number | 020 8422 9207 |
| Fax number | 020 8423 9097 |

| | |
|--------------------------|-----------------|
| Age group | 4–8 |
| Inspection date | 22 January 2009 |
| Inspection number | 323601 |

© Crown copyright 2009

Website: 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 two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- how well the school has improved provision and pupils' performance in writing
- the extent to which attendance has improved since the last inspection
- how good provision is in the Early Years Foundation Stage (EYFS) and how well children are progressing.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report where appropriate.

Description of the school

Roxbourne First is a larger than average school of its type. Pupils come from a wide range of ethnic backgrounds, with Asian, Indian, Pakistani, White British, and African being the largest groups. Over three-quarters of the pupil population speak English as an additional language. A few pupils from refugee families attend the school. Pupils frequently join the school with little or no English. The proportion of pupils with learning difficulties and/or disabilities is about average. These difficulties and needs lie mainly in the areas of speech, language, communication and emotional. There is EYFS provision for children in Reception. At the time of the inspection, two Reception classes were in temporary accommodation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Roxbourne First is a good school. There are outstanding aspects to its work. Children in Reception get off to a good start. In the rest of the school, pupils achieve well overall because of good teaching and an outstanding curriculum. By the end of Year 3, standards are above average. Highly effective care, guidance and support, and a very positive school climate, lead to outstanding personal development and well-being for pupils.

Parents hold positive views about the school and the majority are pleased with both the care and the education provided for their children. Typical comments from the parents' questionnaire included 'Very pleased with Roxbourne First', 'All staff are welcoming and helpful', and 'Happy with the school and feel that pupils are achieving as much as they can'.

Standards by the end of Year 2 are above average in reading, exceptionally high in mathematics and broadly average in writing. Pupils make exceptional progress in mathematics because of high-quality teaching and good opportunities for investigative and problem-solving work. By the end of Year 3, standards are exceptionally high in mathematics and above average in reading. Standards in writing are improving. Pupils at an early stage of learning English make good progress because they are fully included in activities and receive effective support.

Improving provision and pupils' achievement in writing is a priority. The school is effectively increasing the range of writing opportunities for pupils. In a Year 3 lesson, pupils wrote imaginative and interesting stories about Horrid Henry. They edited their work well by improving punctuation and choosing more interesting vocabulary. This enhanced the overall quality of their writing. Occasionally, worksheets can restrict pupils' writing opportunities and their ability to organise their own work. The school is increasing opportunities for pupils to apply and develop their writing skills in other subjects. For example, Year 3 wrote interesting and informative accounts of Roman diets and how the Romans prepared their food. The school recognises that there is further scope for writing in other subjects, such as science, as part of the drive to improve pupils' writing. There are signs that writing standards are improving because of the action taken by the school but senior leaders are aware that there is more to do to raise achievement and standards further.

The good teaching contributes significantly to pupils' good progress. There are examples of outstanding practice, particularly in mathematics. Teachers have high expectations of learning and behaviour. Pupils are enthusiastic learners and respond very well to their teachers' clear explanations and instructions. Questioning is used skilfully by teachers to challenge pupils' thinking and to check their understanding. Pupils make good gains in speaking and listening because of the numerous opportunities provided for discussion. Assessment information is used well to plan teaching and to match activities and tasks to pupils' abilities and needs. As a result, pupils are challenged well and make good gains in their learning. Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly those who need additional help with literacy, numeracy or English language. Pupils have specific learning targets in writing and mathematics so they know what they need to do to improve.

Pupils' learning is especially effective when they are actively involved in practical tasks. For example, in an exceptionally good mathematics lesson, Year 1 pupils had very good opportunities to investigate three-dimensional shapes. They identified the properties of shapes and accurately recorded their results. Other groups produced nets and constructed different shapes using card and glue. One group, using construction kits, investigated how different shapes were used in

building structures. The lesson was extremely well planned and resources were used imaginatively. Pupils made excellent progress in acquiring new knowledge and applying investigative skills.

The curriculum promotes good progress for pupils and makes an exceptionally good contribution to their personal development. There are good links between subjects, which add meaning and relevance to pupils' learning. For example, history, English and design and technology were effectively incorporated into the Great Fire of London topic. Information communication and technology is used well to support pupils' learning. Art and design is another strong feature of the curriculum, with good-quality work displayed throughout the school. Health education is promoted extremely well across the curriculum. The very good range of additional activities are much appreciated by the parents and enjoyed by the pupils. Popular clubs include football, French, science and dance.

There are highly effective systems to safeguard pupils. Pupils feel safe and well looked after at school. They are also confident that there is always an adult they can turn to if they are upset or have a problem. Spiritual, moral, social and cultural development are outstanding. Pupils have a first-rate understanding of different cultures and religions. Divali art week, Black history month and visits to different places of worship all contribute very well to pupils' development. Pupils thoroughly enjoy school. Behaviour is often exemplary in lessons and around the school. Pupils adopt healthy lifestyles and show an excellent understanding of the importance of healthy eating and exercising regularly. They thrive on the additional responsibilities they are given and make a good contribution to the community. Those on the school council have initiated recycling activities. Pupils raise funds for a variety of charities. At Roxbourne, pupils are well prepared for the next stage of their education. By the time they leave, they have good literacy and numeracy skills. In addition to these, their personal and social skills are extremely well developed.

At the time of the last inspection, attendance levels were well below average. Positive steps have been taken to monitor and promote good attendance. There are a good range of rewards to encourage good attendance and the school has focused on families whose children have poor attendance records. Attendance is now good and levels are above average.

Good leadership and management contribute significantly to the good provision and positive outcomes for pupils. The headteacher provides very strong leadership and clear educational direction. Community cohesion is promoted well, as demonstrated by the school's very positive ethos and good partnerships with other agencies. The school is successfully meeting the needs of different groups of pupils. The curriculum effectively enhances pupils' understanding of cultural and global issues. A new and innovative leadership team has recently been formed, with clear roles in areas such as inclusion, health and creativity. The headteacher receives good support from other senior leaders who are growing in their roles. The monitoring and evaluation of the school's performance is effective. As a result, the school has a clear understanding of what it does well and has taken successful action to bring about improvements. There are good systems to assess and monitor pupils' attainment and progress. Governors are supportive and offer constructive challenge. They are more involved in monitoring the school's performance than at the time of the last inspection. The school demonstrates a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's knowledge and skills on entry to Reception are below the levels expected for their age. A significant proportion of children arrive with limited skills in the English language. Writing skills are also limited when the children start at the school. The EYFS is well led and there is strong teamwork between teachers, assistants and volunteers. These factors contribute to the effective provision and positive outcomes. Good teaching, outstanding welfare and an interesting range of activities enable children to make good progress. Children make exceptional gains in personal development due to the warm and positive relationships established between adults and children. Teachers and assistants provide an effective blend of adult-led tasks and opportunities for children to explore, to be creative and to work independently. Children thoroughly enjoy their learning and possess excellent attitudes. They are motivated and are growing into confident and independent learners. Children develop speaking and listening skills well because language work pervades all activities. Those at an early stage of learning English receive well-targeted support and make good gains in the acquisition of the language. The teaching of letter sounds is highly effective, with the result that children progress well in reading. The school's recent drive to improve early writing skills is having a positive impact. Children do very well in mathematical development. The outdoor learning facilities are not consistently good for all the Reception classes and this reduces children's opportunities for creative and physical development. There are well-thought-out plans to address this when the building programme is completed. By the end of Reception, children possess knowledge and skills that are broadly in line with those expected for their age. Standards in mathematical development are above average.

What the school should do to improve further

- Raise achievement and standards in writing by extending opportunities for pupils to apply and develop writing skills in different subjects.
- Improve the consistency of outdoor learning areas for children in EYFS as outlined in school's improvement planning.

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.

Annex A

Inspection judgements

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

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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ 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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

| | |
|---|---|
| How good are the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| 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 learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 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 eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

04 February 2009

Dear Pupils

Inspection of Roxbourne First School, Harrow, HA2 9QF

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found. Yours is a good school. Some areas of the school are outstanding. You can be very proud of your school.

These are the main strengths of the school.

- You really enjoy school and your attendance is good and much better than at the time of the last inspection.
- Children in Reception get off to a good start.
- You are making good progress because of the good teaching you receive. Your progress in mathematics is particularly good.
- You benefit from an excellent range of learning activities, including clubs and visits.
- Behaviour is often outstanding in lessons and around the school.
- You have an excellent understanding of how to keep healthy and fit.
- Staff take very good care of you and give you excellent support.
- You show an excellent understanding of how different people live.
- You make good contributions to the school and the wider community.
- Your headteacher leads the school very well. She receives good support from other senior staff.

These are two areas the school has been asked to look at to make it even better.

- Some of you could make more progress in writing and your teachers are working hard to make this happen.
- The outdoor learning facilities could be improved for children in Reception and the school has plans to do this.

Finally, thank you once again for all your help. Keep up the good work. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead Inspector