

Roding Primary School

Inspection report

Unique reference number	101230
Local authority	Barking and Dagenham
Inspection number	376528
Inspection dates	29 February–1 March 2012
Lead inspector	Linda Pickles

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	833
Appropriate authority	The governing body
Chair	Robin Wright
Headteacher	Brian Fox
Date of previous school inspection	September 2008
School address	Hewett Road Dagenham RM8 2XS
Telephone number	020 82706640
Fax number	020 82706638
Email address	bfox@roding.bardaglea.org.uk

Age group	3–11
Inspection date(s)	29 February–1 March 2012
Inspection number	376528



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Linda Pickles	Additional inspector
Michael Austin	Additional inspector
Anthony Mundy	Additional inspector
Joanna Jones	Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 38 lessons or part lessons and observed 28 teachers. They met with groups of pupils, staff, school leaders and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and looked at the school's data on pupils' progress and attendance, safeguarding procedures and self-evaluation and improvement documents. They received and analysed 151 parental questionnaires, as well as those completed by pupils and staff.

Information about the school

Roding Primary School is much larger than most primary schools nationally. Over half of the pupils are from minority ethnic heritages and most speak English as an additional language. The largest minority ethnic group is of Black African heritage, which represents a fifth of the school's population. The proportion of pupils who are disabled and those who have special educational needs is lower than the national average. The proportion of pupils known to be eligible for free school meals is above the national average. A higher proportion of pupils than usual joins or leaves the school at other than the usual times. The school meets the government's floor standard. The school has an award for promoting healthy lifestyles.

Since the last inspection the school has rapidly expanded and has an increasing number of pupils on roll in the younger year groups. The school is based on two sites, one on Cannington Road and one on Hewett Road, A daily breakfast club is provided on the Cannington Road site.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Roding Primary is a good school. Pupils make good progress in their learning within an environment that places strong emphasis on developing their spiritual, moral, social and cultural development. The school is not outstanding because there are some inconsistencies in the quality of teaching, particularly in mathematics. Individual pupil progress is monitored rigorously. However, school leaders do not currently have a strategic overview of how well different groups of pupils are making progress across year groups and subjects.
- The school has been successful in raising standards since the last inspection. All groups of pupils make good progress through the school, so that, by the time they leave in Year 6, their attainment is broadly in line with national averages, although historically higher in English than mathematics. Pupils known to be eligible for free school meals attained in line with the national average in English and mathematics in 2011.
- The quality of teaching is good overall with some examples of outstanding practice. Teachers often use a variety of effective strategies that engage pupils and ensure that they make good progress.
- Pupils from many different backgrounds work and play together harmoniously and their positive attitudes towards learning make a significant contribution to their good achievement. Behaviour is typically good and pupils are happy and feel safe.
- Leaders and managers, including the governing body, have high aspirations for the school's future and well-established systems for self-evaluation. As a result, they fully understand which areas require improvement. Teaching and learning are managed well. The headteacher's excellent leadership and rigorous management of staff performance have ensured the school has addressed areas for improvement at the last inspection and successfully established a new school site.

What does the school need to do to improve further?

- By February 2013, improve the quality of teaching in mathematics so that more

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

teaching is consistently good and a large proportion outstanding by:

- using assessment information to plan lessons which are tailored to meet pupils' individual needs more closely, reducing the emphasis on whole-class teaching
 - increasing pupils' opportunities to speak in lessons so all groups are actively involved and their understanding can be checked more closely by the teacher
 - ensuring that pupils are always provided with clear guidance about how to improve their work further and are involved more closely in assessing their own learning.
- Monitor the progress of different groups of pupils in reading, writing and mathematics to provide a more strategic overview of pupils' progress overall across each key stage.

Main report

Achievement of pupils

All parents and carers who responded to the questionnaire felt that their children make good progress and inspection evidence confirms this. Children enter the Early Years Foundation Stage with skills that are often well below age-related expectations and many are at the early stages of learning English. They make good progress towards the early learning goals, particularly in personal, social and emotional development and language skills. Well-planned activities support children's good progress and provide a good balance of outdoor and indoor learning. Adults provide well-targeted support for pupils to develop speaking skills through effective and skilful questioning, including those children with special educational needs and those at the early stages of learning English.

Pupils enter Year 1 with skills and knowledge lower than expected for their age and continue to make good progress in reading, writing and mathematics. Their knowledge of sounds and letters is good and pupils' numeracy skills are developed well, including for pupils who join Roding at other than the usual times of admission. In a Year 2 class, for example, pupils made good progress when solving number problems and investigating the relationship between multiplication and addition. Pupils with special educational needs are well supported in developing basic skills; they confidently attempt to sound out words when reading and enjoy listening to stories. From lesson observations and sampling of pupils' work, it is clear that current standards in reading for the large majority of pupils are in line with national expectations at the end of Key Stage 1.

Pupils make good progress across Key Stage 2. The gap in their achievement in previous years between English and mathematics is starting to narrow, particularly for pupils attaining at the higher levels for their age. Pupils are typically enthusiastic about their learning and enjoy activities where they can work together and share ideas. For example, pupils displayed excellent independent learning skills and high

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

levels of engagement in a Year 6 information and communication technology (ICT) lesson when they were working in pairs to create a presentation about cricket. Attainment is above average in reading by the end of Key Stage 2. No group of pupils is underachieving, although the progress of a very small proportion of pupils with special educational needs is slower in mathematics than English. The school's data show no discernible variation in the progress between groups, including pupils from different minority ethnic backgrounds and those who are known to be eligible for free school meals.

Quality of teaching

The overall quality of teaching is good over time and examples of outstanding practice were observed in Key Stages 1 and 2. The quality of teaching in the Early Years Foundation Stage is consistently good. Across the school, teachers typically deliver lessons enthusiastically and progress is strongest when a range of strategies is used to actively involve pupils, when well-targeted questioning extends pupils' understanding and planned activities closely reflect pupils' abilities and interests. The most effective lessons are fast moving and pupils fully participate in practical activities which build well on their previous learning. As one pupil said, 'I like science and physical education because you get to do things.' Pupils are well motivated and group activities contribute strongly to their good social and moral development. For example, pupils in Year 6 worked together to measure parts of the school playground which provided a real-life context for them to apply their mathematical skills.

Almost all parents and carers who returned questionnaires agree that their children are taught well at the school. Inspection evidence overall supports this view, although not all classes receive consistently good teaching in mathematics. In a few lessons, the pace is not brisk enough because too much time is spent on whole-class teaching which does not always match pupils' different abilities. In addition, not all pupils are given the opportunity to participate actively and share their ideas so their learning can be checked by the teacher, or to assess their own learning. As one pupil said, 'Sometimes (in mathematics) I don't understand the bit before.' Provision for pupils with special educational needs is good overall, with teaching assistants supporting learning well within lessons. The curriculum largely meets pupils' needs and teaching contributes well to pupils' social, moral, spiritual and cultural development.

The marking and assessment of pupils' work are good, although comments as to how pupils might improve are more helpful in English than in mathematics. Pupils speak positively about marking in English and how it helps them to improve. Pupils have well-planned opportunities to apply their literacy, numeracy and ICT skills in other subjects. They enjoy learning about other cultures and speak enthusiastically about their topic comparing Dagenham with Japan.

Behaviour and safety of pupils

Pupils' consistently good behaviour and positive attitudes over time make a strong

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

contribution to their learning. Pupils are polite, sensible and respectful to each other and to the adults in school. On the very few occasions that pupils lose concentration in lessons it is because they have been sitting and listening for too long and the lesson content is not matched closely enough to their skills and understanding. Pupils, including those who experience social, emotional and behaviour difficulties, receive very good support and positive guidance from the adults around them. Consequently, disruption to lessons is rare and exclusion rates are well below average.

Pupils from many different cultural backgrounds get on well together and playtimes and lunchtimes are well organised and harmonious. Pupils have a good awareness of the different forms of bullying, including name calling and physical bullying. As one pupil in Year 3 said, 'We don't do fighting.' Pupils show a good appreciation of moral issues through their consideration for others, and have a well-developed awareness of the importance of keeping themselves safe when using the internet. Pupils greatly enjoy opportunities to take responsibilities as playground leaders and making independent choices about their activities during the 'Golden Time' reward session.

While most parents have positive views of behaviour at school and believe their children to be safe, a few expressed concerns about bullying in their response to the questionnaire. Inspection evidence shows pupils say they feel safe in school and are confident that bullying of any sort is dealt with quickly by school staff. Pupils enjoy being at school and attendance is in line with the national average. The school is taking rigorous action to continue to reduce the proportion of pupils who are persistently absent.

Leadership and management

The strong sense of teamwork, fostered by the headteacher's determined leadership, has ensured the school has sustained good performance since the last inspection, further lifted achievement and has strong capacity for further improvement. In this highly inclusive school, leaders and managers at all levels, including members of the governing body, have a secure understanding of the school strengths and weaknesses.

Senior leaders' vision for continuous improvement is understood by all staff because monitoring systems are comprehensive, involving all members of the school community, and required improvement actions are clearly communicated. The school recognises that newly-established assessment systems are not being used rigorously enough to monitor the progress of different groups to further strengthen strategic planning.

Although there have been significant increases in staffing, careful planning and high levels of involvement in the school's self-evaluation processes have ensured professional development for all staff has remained focused on improving outcomes for pupils. The school's subject audits are used as a model of good practice in the local authority. Senior leaders are aware that some inconsistencies in teaching still

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

remain in mathematics. A new mathematics leader has recently been appointed. Phase and subject leaders provide systematic and high-quality coaching and mentoring for teachers.

The school meets all safeguarding requirements. Leaders and managers at all levels promote equality and tackle discrimination very well and gaps between the performance of different groups are rapidly closing. This is an inclusive school where discrimination is not tolerated. The curriculum engages and motivates pupils because it reflects their interests and is relevant to their experiences. It makes a very strong contribution to pupils' spiritual, moral, social and cultural development. The curriculum is extended well, for example through visits to theatres and London Zoo, as well as the school's participation in the 'Face Britain' art project to celebrate the Queen's Diamond Jubilee.

Of those parents and carers who responded to the Ofsted survey, a very large majority were positive about all aspects of the school. This comment by one parent reflects the views of many. 'My child has struggled with reading and writing and without the support and dedication of his teachers and classroom assistants and all the other staff I can honestly say that I dread to think what stage he would be at now.' Parents and carers are provided with regular workshops to help them support their children's learning and are welcomed to work in the school as volunteers. The school has strong links with the wider community and works in close partnership with the University of East London to support trainee teachers.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 March 2012

Dear Pupils

Inspection of Roding Primary School, Dagenham RM8 2XS

Thank you for making us so welcome when we came to your school recently. We really enjoyed talking to you about your learning and finding out your views from the questionnaires you filled in. We would particularly like to thank those of you who spent time reading with us and showing us your work. You told us that you enjoy being at school, are making good progress in your learning and feel well looked after by your teachers and other adults.

We would like to tell you what we found out. You and your parents told us that Roding Primary is a good school and we agree. The school helps you make good progress because you enjoy your lessons and other activities and your skills in reading, writing and mathematics have improved, particularly for those of you in Key Stage 2. The adults in school take good care of you and help you to be kind and considerate towards each other. You behave well in lessons and around the school.

Sometimes in lessons a few of you do not learn as much as you could, particularly in mathematics, so we have asked the headteacher and governors to make sure that:

- teachers give you work which is not too difficult or too easy, you are given more time to talk about your learning in mathematics and clearer information about what you need to do to improve
- teachers and governors check more closely how well different groups are making progress in reading, writing and mathematics.

You can help by coming to school every day and carrying on working hard and behaving well.

Yours sincerely

Linda Pickles
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**