

Roman Road Primary School

Inspection report

Unique Reference Number	108376
Local Authority	Gateshead
Inspection number	356349
Inspection dates	19–20 January 2011
Reporting inspector	Christine Inkster HMI

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	197
Appropriate authority	The governing body
Chair	Mr J Carr
Headteacher	Mrs Christine McKeown
Date of previous school inspection	13 February 2008
School address	Leam Lane Estate Felling, Gateshead Tyne and Wear NE10 8SA
Telephone number	0191 4334006
Fax number	0191 4334010
Email address	romanroadprimaryschool@gateshead.gov.uk

Age group	3–11
Inspection dates	19–20 January 2011
Inspection number	356349

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 documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors. They observed 12 lessons, taught by 11 different teachers, and carried out short observations of the school at work. Meetings were held with pupils, staff, the chair of governors, a home/school liaison officer and a representative of the local authority. Inspectors observed the school's work and looked at the school improvement plan, minutes of governing body meetings, data on pupils' progress, records of the monitoring of the quality of teaching, samples of pupils' work and a range of school policies including those in respect of safeguarding. The inspectors analysed questionnaires from 109 parents and carers, 96 pupils and 18 staff.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- What the school is doing to raise attainment, particularly in Key Stage 2.
- Whether all groups of pupils are making equally good or better progress, particularly girls, those known to be eligible for free school meals and those with special educational needs and/or disabilities.
- Rates of attendance and whether the school is doing all it can to promote good attendance.
- The quality of learning and provision in the Early Years Foundation Stage, particularly in respect of learning outdoors.

Information about the school

Roman Road Primary is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is much higher than the national average. Most pupils are of White British heritage and there are very few pupils who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is higher than found nationally, as is the proportion of pupils with a statement of special educational needs. Approximately 20% of pupils either leave or join the school at other than the usual times. There is a resource base, the Additionally Resourced Mainstream School (ARMS), for up to eight pupils with complex needs who come from other schools within the local authority. The school has achieved the Healthy School Award, Artsmark and Activemark.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Most parents and carers are overwhelmingly positive about the school. One parent reflected the views of many when commenting, 'The teachers and all the school staff make sure my children enjoy the whole education experience and for that I am very grateful and proud to be associated with the school.'

Some features of the school are outstanding, particularly in the way in which pupils demonstrate their awareness of how to lead healthy lifestyles, for example by continuing with sporting activities to national level when out of school and through their enthusiastic participation in the 'Bike it' initiative. Pupils make an excellent contribution to the school and the wider community by taking on roles such as playground buddies, eco and school councillors. They also demonstrate their exceptional care for others, for example through sponsoring a child in Senegal and supporting an orphanage in India. The school provides an exciting and well-planned curriculum that brings together topics and subjects to enliven learning and make it relevant and engaging. This promotes pupils' good progress. Some aspects of the curriculum are outstanding in respect of the wide range of visits and visitors into school and the range of first-hand experiences pupils participate in. One example was when activities were linked to life in Africa and this resulted in an excellent 'showcase' event for parents, carers and other visitors. These activities do much to promote pupils' understanding of life in a multicultural society and develop their understanding and knowledge of those from other faiths, cultures and socio-economic backgrounds.

Pupils make good progress from their respective starting points and by the time they leave at the end of Year 6, the attainment of most pupils is broadly average. Attainment is slightly lower in English than in mathematics and science. There are a large number of pupils with special educational needs and/or disabilities in some cohorts and although their attainment is sometimes slightly lower, they make similar progress to their peers. The quality of teaching and assessment for all groups of pupils is good with some that is outstanding and this is the main reason why pupils make good progress. However, although the content of pupils' writing is good, their basic skills of handwriting, spelling and punctuation and the presentation of their work are not as good as they could be.

A major reason for the school's success is the drive and ambition of the headteacher which is shared by all staff and the governing body. Staff work effectively as a team, sharing good practice and ensuring progression and continuity for pupils in their learning. Leaders and managers, including members of the governing body, have a good understanding of the main priorities for development and action taken is improving pupils' progress. The school has worked systematically since the last inspection to address the areas identified for further improvement. The support for pupils who need additional literacy support is now more effective and these pupils make similar progress to their peers. However, despite the best efforts of the school to impress on parents and carers

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

the importance of ensuring pupils attend school regularly, attendance remains low. The attendance for targeted pupils is improving. There are notable strengths in the leadership and management of the school and there have been improvements in the curriculum and the quality of teaching and learning which are having an impact on the increased rates of progress made by pupils and improved attainment in Key Stage 1. For these reasons, the school has good capacity for further improvement. The school provides good value for money.

What does the school need to do to improve further?

- Raise attainment at the end of Key Stage 2 and particularly in English by:
 - further developing pupils' writing skills
 - ensuring that time is managed more effectively in some lessons to ensure a more rapid pace of learning.
- Improve pupils' handwriting, spelling, punctuation and presentation of their work in order to further develop their basic skills and strengthen the foundation for their future education and employment.
- Develop further strategies to engage parents and carers to help to raise pupils' rates of attendance.

Outcomes for individuals and groups of pupils

2

The positive relationships within the school enable pupils to grow in confidence and self-esteem. Children enter the school with skills and abilities that are well below those typical of children of their age, particularly in their personal, social and emotional and communication, language and literacy development. They make good progress in their learning and personal development and by the time they leave at the end of Year 6, they are articulate, mature individuals who are able to express their views and opinions with confidence, often sharing these within a wider audience. This is shown in lessons throughout the school and when pupils produced a DVD on anti-racism and delivered a presentation at a local festival.

Pupils say they greatly enjoy school and they demonstrate positive attitudes to learning. The work seen in lessons and in the school's own data confirm an overall picture of consistently good progress although attainment in English is slightly lower than in mathematics and science. All pupils achieve equally well, including those with special educational needs and/or disabilities because teachers have high expectations of what they can achieve and explain complicated ideas effectively. In a challenging mathematics lesson in Year 6, pupils learnt at a rapid pace because they were fully engaged in the enjoyable tasks the teacher set for them. Pupils were able to explain their methods of tackling mathematical problems in an articulate manner and give clear reasons for their answers. Similarly, in an exciting English lesson in Year 2, children animatedly discussed their views about the characters in the story with their 'perfect partners'.

Pupils' well-developed sense of right and wrong is reflected in their good behaviour around school. They are lively and questioning and were keen to talk to inspectors about how proud they are of their school. Pupils say they feel safe in school and can readily approach any member of staff if they have a worry or concern. Pupils are keen to take on

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

responsibilities and they show great concern for others, for example through fundraising activities. They are well-informed about other people's needs and have a good understanding of the lives of those from other faiths, cultures and socio-economic backgrounds. Pupils have good social and interpersonal skills and are able to work collaboratively and in harmony with one another. This, together with their broadly average basic skills, means that they are satisfactorily prepared for the next stage of their education. However, although most pupils are keen to gain rewards for attending school regularly, the attendance of a small minority of pupils is too low.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and learning are good with some that is outstanding. In the best lessons, teachers have high expectations and make learning fun through carefully selected activities that motivate and engage pupils and closely meet their individual needs. Teaching is lively, tasks and concepts are clearly explained, and lessons are conducted at a rapid pace. Adults ask perceptive questions and these help pupils to think carefully and use more varied and subject specific vocabulary in their answers. Teaching assistants also provide effective support, particularly for vulnerable pupils and those with special educational needs and/or disabilities to enable them to make similar progress to their peers. In some lessons, however, the pace of learning slows when time is not managed effectively and work is not quite matched closely enough to pupils' abilities. Pupils' work is

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

marked effectively, identifying what they have done well and what they need to do to improve. Pupils say they have opportunities to edit or correct their own work and that of their classmates, often working in pairs and discussing how it can be improved. However, the quality of their handwriting, spelling, punctuation and presentation of their work could be improved. This is in order to enhance their basic and workplace skills and provide them with firm foundations for the rest of their education and future employment opportunities. Pupils understand their targets and know what they have to do to achieve them.

The curriculum contributes positively to pupils' good learning and personal development. Carefully and imaginatively planned themes with strong links between subjects have successfully enthused pupils and done much to increase their confidence as learners. There are some outstanding aspects in the enhancement of the curriculum through links with external partnerships and through the wide range of visits and visitors to the school, providing important first-hand experiences. Evidence of this is seen in the vibrant, high quality displays of pupils' work throughout the school and in class and topic portfolios.

The school's procedures to care for, guide and support pupils are good. All staff care deeply about the pupils and know them very well. The school provides good support for those pupils who are particularly vulnerable and those with special educational needs and/or disabilities and this helps them to make good progress. The school can evidence where its care has helped pupils overcome significant barriers to their learning, often through effective partnerships with other agencies. The school is very proactive in following up absence with the support of the home/school liaison officer. However, despite their best efforts, rates of attendance remain low overall, although in some cases impact can be seen in raised attendance levels of targeted pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides highly committed and dedicated leadership. She is ably supported by an effective team of senior leaders. There is a united drive and ambition in the school which promotes good progress for all pupils. Pupils are at the heart of all that the school does. The management of teaching and learning is effective. There are rigorous monitoring procedures in place to ensure that pupils make consistently good progress. The quality of education provided by the school is valued by the local authority and some of the school's very effective practice is shared with staff from other schools. The effective governing body is supportive of the school. Planned, focused visits and effective evaluation of the work of the school enhances what the governing body offers.

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

Safeguarding requirements are met and there are effective policies and procedures in place to ensure the safety and well-being of pupils.

The promotion of equality of opportunity is good and the school works hard to ensure that all groups of pupils achieve equally well. Discrimination is very rare and when encountered is dealt with effectively. This is an inclusive, harmonious school where all pupils are valued. Community cohesion is promoted well and pupils have a good awareness not only of their local community but also of the cultures, faiths and socio-economic aspects of life in other parts of the world. There are links with schools in Ghana and Uganda and pupils communicate with one another via email. This enables pupils to understand and compare their own lives with those of children in Africa. Plans are in place to hold a 'showcase' event which will focus on a national perspective, taking into consideration aspects of life in our multi-cultural society in England.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from their low starting points to reach below average standards by the end of Reception. Teachers assess children's progress regularly and effectively and this ensures those children who need support receive it. All adults are involved in this process and useful strategies ensure that during free-choice activities children's interests are tracked across all areas of learning. Children are involved in the management of their own learning through their 'Plan, do and review' sessions which enhances their independence in learning. There are ample opportunities for children to explore and gain new skills and knowledge, including in the outdoor environment. The large climbing area in the outdoor area is particularly challenging and extends children's physical skills. Speaking and listening skills are promoted successfully. Adults use effective questioning to expand opportunities for learning. Children learn to play cooperatively and

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

their behaviour is good because they are focused on their activities. Welfare arrangements are fully in place and carried out effectively. The leadership and management of the Early Years Foundation Stage are good. The leader ensures that all staff have an equal role in planning and assessment and there is a strong team ethic. The nominated governor for the Early Years Foundation Stage is fully involved, often working alongside staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers who returned the questionnaires are happy with most aspects of the school and consider it provides a safe and caring environment for their children. A few parents and carers feel that the school does not take sufficient account of their views. Inspectors judged that there is an informative website where parents' and carers' views are sought and consultation meetings are held if there are any particular issues which cause concern. A very small minority also feel that the school does not manage poor behaviour effectively. Inspection evidence indicates that behaviour is good and that any challenging behaviour is well-managed by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roman Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	46	53	49	6	6	0	0
The school keeps my child safe	56	51	51	47	2	2	0	0
My school informs me about my child's progress	43	39	57	52	9	8	0	0
My child is making enough progress at this school	52	48	50	46	6	6	0	0
The teaching is good at this school	59	54	49	45	1	1	0	0
The school helps me to support my child's learning	45	41	60	55	4	4	0	0
The school helps my child to have a healthy lifestyle	51	47	56	51	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	38	63	58	1	1	0	0
The school meets my child's particular needs	45	41	58	53	5	5	0	0
The school deals effectively with unacceptable behaviour	37	34	57	52	11	10	4	4
The school takes account of my suggestions and concerns	40	37	58	53	9	8	0	0
The school is led and managed effectively	50	46	53	49	4	4	0	0
Overall, I am happy with my child's experience at this school	53	49	49	45	7	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



21 January 2011

Dear Pupils

Inspection of Roman Road Primary School, Gateshead, NE10 8SA

Thank you for the warm welcome you gave us when we visited your school recently. What a lovely two days we had! We enjoyed meeting and talking to you.

Roman Road Primary School is a good school which is improving quickly. It has some parts that are outstanding. We were impressed with the way in which you enjoy sport and exercise and choose to lead healthy lifestyles through continuing to participate in activities outside of school. We were also impressed by the way in which you take your responsibilities seriously and show your deep care and concern for others, not only in school but in other parts of the world. You make good progress as you move through the school and by the time you leave in Year 6 most of you reach the levels expected for your age. The progress of those who find learning difficult is also good.

Teaching is good, with some that is outstanding. We were impressed with the articulate way in which you answered questions and gave very clear reasons for your answers. There are some exciting curriculum activities which you take part in and this helps to make your lessons fun and enables you to make good progress. Your teachers and other adults take good care of you and you told us how much you appreciate this. Your headteacher, members of the governing body and all other staff know how to make sure that your school continues to improve. To help them to do this, we have asked your school to do the following things.

- Ensure that more of you make even faster progress, particularly in English so that you reach higher levels by the end of Year 6.
- Help you to improve your handwriting, spelling, punctuation and the presentation of your work so that you will find it easier to keep up with your work in the future and enable you to have the skills you need to help you find a job when you are older.
- Make sure that you all come to school every day so that there are no gaps in your learning and so that you can all make as much progress as you can.

You can help by making sure that you do come to school every day and continue to work hard so that you reach the higher standards of which you are capable. We wish you the best for the future.

Yours sincerely

Christine Inkster

Her Majesty's 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.