

# Roe Farm Primary School

## Inspection report

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<b>Unique Reference Number</b>	131401
<b>Local Authority</b>	Derby
<b>Inspection number</b>	360270
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Marion Thompson

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	356
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Pilmore
<b>Headteacher</b>	Kate Williams
<b>Date of previous school inspection</b>	13 February 2008
<b>School address</b>	Worcester Crescent Chaddesden, Derby DE21 4HG
<b>Telephone number</b>	01332 346310
<b>Fax number</b>	01332 293 610
<b>Email address</b>	admin@roefarm.derby.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors who observed 18 lessons taught by 11 teachers. Inspectors talked to parents and carers, pupils, staff and the Chair of the Governing Body. They observed the school's work, and looked at pupils' work, information about their progress, curriculum and lesson plans, safeguarding documents and school improvement plans. They analysed 135 questionnaires from parents and carers as well as those from four staff and 143 pupils.

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

- The progress made by children in the Early Years Foundation Stage, especially in language and social development.
- The progress made by boys and girls of all abilities in reading and writing
- The impact of self-evaluation by the senior team on school improvement.

## Information about the school

Roe Farm is a larger-than-average primary school. The vast majority of the pupils are of White British heritage. A very small minority are from a range of different minority ethnic groups and a few are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils known to be eligible for free school meals is high, constituting over half the pupil population. The governing body is responsible for the provision of a breakfast club. The school has been awarded the Derby County Charter School status for the range of community facilities. Over recent years, there has been a rapid turnover in teaching staff.

Since December 2010 pupils and children have been taught in a range of spaces and have had to share classrooms, due to damage caused by flooding. Children in Foundation Stage 2 are currently taught in the gymnasium. Work on repairs has not yet begun.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Roe Farm provides a satisfactory education. Staffing changes over the last few years have resulted in a lack of continuity in provision. Staffing is now more stable and the quality of provision has improved markedly. This is having a positive impact on pupils' progress, which is now satisfactory. In lessons where teaching is challenging, progress is good. The progress of pupils with special educational needs and/ or disabilities and that of pupils at the early stages of learning English is good. Attainment remains low, because of previous underachievement from low starting points on entry to the school. Achievement and progress are satisfactory. However, learning and progress are improving securely and rapidly.

A major reason for accelerated progress is the recently reviewed curriculum, which motivates and interests pupils. It provides more opportunities to consolidate literacy and numeracy skills. Pupils who are falling behind in their work are rapidly identified and provided with extra support. Teaching has also improved. While satisfactory overall, an increasing number of lessons are good and no inadequate teaching was observed during the inspection. Pupils have positive attitudes and their good behaviour supports their learning well.

Attendance is now average. It has improved significantly because of robust action by the school and because of the breakfast club supporting some pupils with previously poor attendance. Pupils make a good contribution to the school community, for example by representing their peers on the school council. Their contribution to the wider community is more limited. The school provides effective care for all pupils. Support for pupils who are experiencing severe difficulties is good and helps them to overcome significant barriers to learning.

The headteacher and senior team are effective in focusing the school's efforts on major priorities. As a result, provision and progress are improving despite the challenging circumstances of inadequate teaching spaces. Good support is improving the quality of teaching rapidly, so that all teaching is at least satisfactory and much is better. However, not all lessons provide pupils with good pace and challenge and opportunities for self-assessment are inconsistent. Marking celebrates pupils' achievements but does not consistently provide guidance on how to improve. On occasion pupils do not have the opportunity to correct and improve work after marking.

Self-evaluation is broadly accurate and provides an adequate basis for satisfactory planning. However, the current system for tracking pupils' progress which is effective at individual pupil level does not permit more sophisticated analysis, such as whole school analysis of the progress of different groups of pupils. Consequently, limited use is made of the interpretation of whole school analysis to sharpen planning. The school has satisfactory capacity to sustain improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- By July 2012 improve progress and raise attainment in English and mathematics throughout the school by ensuring that:
  - teaching consistently provides pupils with good pace and challenge
  - pupils consistently have the opportunity to assess their own work
  - marking provides clear guidance to pupils on how to improve their work and time is provided to allow them to follow up comments and advice.
- Improve monitoring and evaluation of school performance by the beginning of the next school year by:
  - introducing a monitoring system that provides accurate and easily accessible information about the progress of groups of pupils
  - using the information to refine and sharpen whole school planning processes.

## Outcomes for individuals and groups of pupils

**3**

Pupils of all abilities enjoy their work, especially when it presents them with a good level of challenge. For example, a group of lower ability Year 6 pupils, in explaining how the heart works, persisted in this challenging task. They produced clear explanations which they were proud of. They said they felt they were making much more rapid progress recently. Pupils work responsibly without the need for direct supervision of an adult, enabling teachers to work uninterrupted with focus groups. Pupils with special educational needs and/or disabilities, including those with learning and behavioural difficulties, make good progress. This is because they are provided with good support and challenge, which helps them to develop a secure base on which to build future learning. The small number of pupils who speak English as an additional language make good progress.

Extended writing is becoming better organised and pupils are gaining a wider vocabulary. Many pupils write in a way that engages the reader's attention. Despite recent improvements, skills such as handwriting, spelling, punctuation and presentation remain weak, especially for lower ability pupils. Reading is improving and is beginning to sustain learning better across the curriculum. Speaking and listening skills are developing well. Pupils take a confident part in discussions. They make the most rapid progress in mathematics, especially in number work, because many of the activities are practically based.

Pupils adopt healthy lifestyles satisfactorily and have a reasonable awareness of the need for a balanced diet. They develop an awareness of the world of work through links with national companies and other partnerships. Pupils make satisfactory progress in applying literacy, numeracy and information and communication technology skills, and are satisfactorily prepared for the future. Pupils know right from wrong, but spiritual and cultural development, while satisfactory, are more limited.

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

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Lesson planning is good and pupils are clear about the aims of the lessons. Behaviour is effectively managed so that lessons are calm. A rapidly increasing number of good lessons have pace and challenge, resulting in good progress. While there are some good opportunities for pupils to assess their progress, this is inconsistent across the school.

The curriculum is broad and balanced. The recent move to cross-curricular activities provides regular opportunities for pupils to practise their literacy and numeracy skills in different contexts and this is leading to improved progress and greater motivation. The curriculum is enriched by a range of partnerships, for example with the 'Aim Higher' project, designed to lift aspirations. More flexible groupings and interventions are enabling the school to meet pupils' needs more closely and are improving the pace of progress. The curriculum is enriched by frequent educational visits, including a residential experience and a range of popular clubs and activities.

The satisfactory care provided by the school promotes pupils' personal development soundly. Transitions are managed smoothly so that pupils settle quickly. Support for pupils who are in potentially vulnerable situations is good, with effective support from other agencies. Satisfactory attention is paid to ensuring that pupils are kept safe. The breakfast club supports pupils and families' needs well.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher has an ambitious vision for the school and is effective in motivating the staff team. Self-evaluation is broadly accurate and is based on a satisfactory understanding of the work of the school. However, the monitoring process does not provide a deep enough analysis of school performance. Professional development of teaching staff has been a key factor in improving the quality of teaching. It ensures that the large proportion of newly qualified teachers have been supported well. It is helping to raise the quality of teaching rapidly in many lessons to good. Governance is satisfactory. The governing body has taken decisive action to improve the quality of provision in the school and is clear about its strengths and weaknesses. Pupils are kept safe. Statutory requirements are met fully, but a number of policies have not been updated recently. Parents' and carers' views of the school are mostly positive and a very large majority are happy with the education provided. The school works satisfactorily with a range of partners to support the needs of pupils and their families. For example, a small number of pupils attend after school clubs run by an international company to promote work in science.

The school deals firmly with racism and discrimination of any sort on the rare occasions it occurs. All groups of pupils make similar and at least satisfactory progress so the promotion of equal opportunities is satisfactory. The school meets the needs of the local community well, for example by providing a breakfast club, which helps working families and gives pupils who attend a good start to the day. It works hard to promote shared values such as aspirations for the future. However, national and international links are not as well developed. Community cohesion is therefore satisfactory. The school provides satisfactory value for money.

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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with levels of skills that are low for their age, especially in communication and social skills. Because provision has improved children now make satisfactory progress, although attainment remains well below average on entry to Year 1. Children settle happily into class because transition and care arrangements are good. They learn to share and take turns, although this sometimes takes a while. They listen attentively to teachers and other staff. Physical development is good, especially for boys, who enjoy playing on tricycles in the outdoor area. However some activities directed by teachers lack challenge, especially for the more-able children. There is a satisfactory balance between activities chosen by the children and those directed by teaching staff. However, there is no free flow to outdoor activities at present because some classes are temporarily accommodated in the gymnasium. While staff make the best of present accommodation, it is unsuitable and provides an overly loud environment. Day-to-day assessment is accurate, but the analysis of data to inform future planning is not as effective. Leadership and management are satisfactory.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3



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Stage	
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## Views of parents and carers

The percentage of respondents to the questionnaire is close to that found in the majority of primary schools. The very large majority of respondents to the questionnaire are pleased with the work of the school. The percentage of parents and carers who strongly agree with the majority of statements compares very favourably with that found in other schools. A very small minority felt there was some unacceptable behaviour. Inspectors found behaviour to be good and that the school deals effectively with the rare incidents of bullying. Inspectors also found that the school supports effectively the small number of pupils who have severe emotional and behavioural difficulties.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roe Farm 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 135 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	67	41	30	4	3	0	0
The school keeps my child safe	105	78	29	21	1	1	0	0
My school informs me about my child's progress	102	76	32	24	1	1	0	0
My child is making enough progress at this school	93	69	36	27	6	4	0	0
The teaching is good at this school	96	71	35	26	3	2	0	0
The school helps me to support my child's learning	97	72	34	25	3	2	0	0
The school helps my child to have a healthy lifestyle	88	65	45	33	1	1	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)	77	57	54	40	1	1	1	1
The school meets my child's particular needs	80	59	51	38	3	2	1	1
The school deals effectively with unacceptable behaviour	75	56	49	36	8	6	3	2
The school takes account of my suggestions and concerns	68	50	60	44	5	4	1	1
The school is led and managed effectively	85	63	42	31	7	5	1	1
Overall, I am happy with my child's experience at this school	92	68	39	29	3	2	1	1

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



31 March 2011

Dear Pupils

**Inspection of Roe Farm Primary School, Derby, DE21 4HG**

Thank you for the friendly welcome you gave us when we inspected your school. We found that the school provides you with a satisfactory education. You get off to a sound start in the Early Years Foundation Stage because of good care, satisfactory teaching and the satisfactory programme of activities that the school provides for you. Some of the good things we found are listed below.

You are beginning to make up lost ground. While progress is satisfactory overall, in an increasingly large number of lessons you are making good progress.

You attend regularly and enjoy your learning.

You behave well and make a good contribution to the school community.

You know right from wrong and show respect for others. You develop good social skills.

Teaching is improving rapidly, so that an increasing number of lessons are good.

The curriculum has improved too and is much better matched to your needs and interests. You told us that you found lessons interesting.

The headteacher and staff are working hard to make sure that the school continues to improve.

We, too, want the school to continue to improve so we have asked staff to do some things to make it better. So that your work gets better and better, we have asked them to make sure teaching is always good, by making sure all lessons provide you with good pace and challenge. We have also asked them to provide you with guidance on how to improve when they mark your work and to give you time to follow the advice. You can help by making sure that you always look carefully at marking so you know how to do your work better next time. We would also like staff to provide more opportunities for you to assess your own work. We have asked staff to introduce a smarter system to monitor your progress and to use the information it provides to sharpen up planning.

Yours sincerely

Marion Thompson

Lead inspector

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