

Roe Farm Primary School

Worcester Crescent, Chaddesden, Derby, DE21 4HG

Inspection dates 22 – 23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Children enter the Early Years Foundation Stage with skills below those typical for their age and make good progress throughout the school. Pupils' attainment at the end of Year 6 is average in English and above average in mathematics.
- Almost all teaching is good.
- Pupils behave well and have positive attitudes to their learning. Teachers are good at promoting good behaviour.
- The school is very good at making sure pupils feel safe and well cared for.
- Attendance has risen and is now average.
- Pupils' spiritual, moral, social and cultural awareness is developed well because they take part in many activities that develop their interest in the world.
- The headteacher provides outstanding leadership with good support from other leaders and the governing body. Leaders carefully check on every aspect of the school's work and have successfully improved the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Pupils do not achieve as well in writing as they do in reading and mathematics.
- Some of the more-able pupils do not reach the level of which they are capable.
- Not enough teaching is outstanding. There remains a very small amount of teaching which requires improvement.

Information about this inspection

- Inspectors listened to pupils reading. They observed 17 lessons. Three of these lessons were observed jointly with the headteacher. A series of short visits were made to lessons where pupils were being taught the sounds that letters make (phonics). The lead inspector visited classrooms with the headteacher to conduct a scrutiny of pupils' work jointly with the headteacher.
- Meetings and discussions were held with staff, pupils, two representatives of the Governing Body and a representative of the local authority.
- The inspectors looked at the school's plans for improvement, information about how well pupils are learning, lesson plans, the work in pupils' books, the school's systems for checking how well it is performing, school policies and records of the governing body's work.
- There were no responses to Ofsted's online questionnaire, Parent View, at the time of the inspection. Inspectors spoke to parents at the school during the inspection. The views of these parents were taken into account by inspectors along with responses to the Ofsted staff survey.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Joanne Harvey, Lead inspector

Her Majesty's Inspector

Peter Bailey

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Over half of the pupils are known to be eligible for extra government funding (pupil premium) which is a much higher proportion than in most schools.
- Almost all pupils are from White British backgrounds. A very few are from a range of other ethnic backgrounds or in the early stages of learning to speak English.
- The proportion of pupils with minor learning difficulties (school action) is above average. The proportions of pupils with more complex learning needs (school action plus) or with a statement of special educational needs are also above average. The range of these pupils' needs includes: specific learning difficulties, moderate learning difficulties, behaviour, emotional and social difficulties, speech, language and communication needs, visual impairment and physical disability.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- There is a breakfast club operating on the school site which is managed by the governing body of the school.

What does the school need to do to improve further?

- Raise pupils' attainment and quicken the progress pupils make in writing by:
 - ensuring all teachers' have secure subject knowledge
 - establishing clear expectations for progression of knowledge and skills in writing throughout school
 - providing a rich learning environment to support the development of writing skills and to celebrate and secure pupils' enthusiasm for writing, particularly in the Early Years Foundation Stage
 - providing pupils with immediate and daily opportunities to write using their new phonics skills and the rich vocabulary they experience in reading and role play, either under teacher direction or independently.
- Increase the proportion of pupils who attain higher than the expected levels for their age by:
 - ensuring that in all lessons teachers give work to the more-able pupils that is suitably demanding
 - ensuring that in class discussions, teachers ask the more-able pupils complex questions that deepen their understanding and extend their learning
 - providing more opportunities for the more-able pupils to apply and extend their skills to the highest standards in other subjects.
- Make sure that all teaching is consistently good and increase the proportion of outstanding teaching by ensuring that in all lessons:
 - teachers regularly check pupils' understanding, correct any misunderstanding and change their plans on the spot if necessary
 - teachers plan stimulating work that is closely matched to the needs of all pupils
 - teachers promote good independent learning skills
 - written and spoken feedback helps pupils to improve their work.

Inspection judgements

The achievement of pupils is good

- Children make a good start in the Early Years Foundation Stage. They now reach the levels of skills normally expected for their age in most areas by the time they enter Year 1. This is an improvement since the last inspection. Because of the good quality support they receive from a high number of adults, individually and in small groups, their speaking and listening skills and their emotional skills are developed particularly well.
- Pupils' progress and their attainment have improved steadily in all subjects over recent years at the end of Key Stage 1. Attainment is now broadly average in reading and mathematics but has not caught up quite as well in writing. There are a few pupils who do not reach the higher levels of which they are capable.
- In the Early Years Foundation Stage and Years 1 and 2 pupils are taught phonics systematically and effectively. In the screening check in Year 1 pupils achieve more marks than many pupils nationally of a similar age. Pupils quickly become keen and able readers and love stories. They develop the skills they need to be successful writers less quickly.
- Pupils' progress is good in Key Stage 2. In reading and particularly in mathematics progress is often rapid. This is because the teaching of mathematics is consistently strong. Progress has improved in reading because of a focus on making sure pupils can understand more difficult texts, read widely and critically. Pupils' attainment in mathematics is above average. It is broadly average in English but higher in reading than in writing.
- Pupils who are known to be eligible for free school meals (and therefore attract additional funding through the pupil premium) make good and often very good progress so they achieve as well as other pupils in school. The governing body checks carefully that this funding is used effectively to provide extra staff, and the necessary training and resources for the staff to give these pupils extra help and enrichment.
- Disabled pupils, those who have special educational needs, those with minor and more complex learning difficulties and those pupils who are learning to speak English as an additional language make good progress. This is because well-trained staff help them with their learning in lessons and in small groups within and outside lessons.

The quality of teaching is good

- Most teaching is good. A small minority requires improvement. Staff treat pupils with respect and courtesy so relationships are excellent and pupils are positive about learning and work hard.
- Teachers almost always plan lessons based on accurate checks on pupils' progress so that in lessons pupils are usually working and thinking hard. In lessons where pupils make the most progress teachers regularly check that every pupil is learning well. If not, the teachers quickly take action and change their plans. In the few lessons that require improvement this does not happen.
- In the best lessons teachers are skilled in stretching the most able pupils. They ask difficult questions to deepen pupils' understanding. They give pupils difficult tasks and provide opportunities for pupils to use and extend their English and mathematical skills. Where teaching requires improvement this is not always the case.

- Most teachers plan stimulating activities that develop pupils' enthusiasm and their speaking, listening, reading and writing skills well. Pupils are able to discuss their work with confidence. Very occasionally, mundane tasks limit pupils' progress and interest and some pupils have not been encouraged well enough to develop the skills to carry on their learning without the support of an adult.
- Some good examples of written and spoken feedback were seen which ensure pupils are clear about how to improve their work. This is not always the case.
- A few teachers' subject knowledge is less secure in writing than it is in other subjects and they are less confident about what pupils should be achieving. Classrooms and teachers' planning, particularly for the youngest children, do not provide enough support to rapidly develop writing skills from the start, or the excitement to develop an early enthusiasm for writing.
- Skilled adults support disabled pupils and those with special educational needs very effectively in lessons and smaller groups. Those pupils whose circumstances may have made them vulnerable often receive high-quality specialist care and support so that there are no barriers to their learning when they are in school. As a result these pupils often make rapid progress to keep up with other pupils.

The behaviour and safety of pupils are good

- Pupils behave well. All the pupils and parents and carers who spoke to inspectors believe that behaviour is good. Pupils are motivated by the rewards they win for good behaviour and good work. They are also clear about the sanctions which are fairly applied if they do not behave well.
- The school is exceptionally caring. Staff are excellent role models for pupils and in return pupils are friendly and polite. They cooperate well and take care of each other so that everyone gets on well, which also makes a good contribution to pupils' learning in lessons. Everyone is included and there is no discrimination.
- Pupils who find school life difficult are given individual and group support so they can learn to understand and control their emotions, join in with lessons and activities and learn well.
- Pupils say they feel safe. Responses from parents and carers confirm that they agree. Pupils are taught to keep themselves safe through lessons, assembly themes and visits out of school. Pupils insist that racist comments and cyber-bullying would not be tolerated.
- A positive, caring and safe environment is also extended to those pupils who enjoy the school breakfast club.
- Pupils' attendance has improved, particularly since the appointment of an additional member of staff to focus on promoting the importance of coming to school every day. It is now average and fewer pupils are persistently absent.

The leadership and management are good

- The headteacher provides strong leadership and is uncompromising in her drive to improve the school. Expectations are high for staff and for pupils. All leaders play their part in managing teachers' performance. Training and support are of good quality. As a result, teaching has

improved and almost all is now good.

- The headteacher is astutely sharing and strengthening leadership. Responsibilities are clear and leaders are held firmly to account for how well they carry out their work to improve the school.
 - Leaders make thorough and regular checks on the progress of all pupils and have an accurate view of the school's strengths and weaknesses. Plans for improvement are detailed and focus on the things that will bring about the most improvement to pupils' achievement.
 - The leadership and management of those pupils who are disabled and those with special educational needs are good. The effective arrangements for providing these pupils with extra help and careful checking on progress has raised achievement and ensures gaps are closed and no one gets left behind.
 - Pupils' spiritual, moral, social and cultural development is promoted strongly through for example, the study and celebration of religions and cultures, activities to help protect the environment, topics such as 'Our Wonderful World' and opportunities to reflect in assemblies on the positive social and moral themes which strongly underpin the ethos of the school.
 - The local authority has an appropriately light touch approach to this good school. School leaders have agreed with the local authority that senior leaders will access support as and when they need it. For example, the school has strengthened the impact of the senior leadership team as a result of accessing local authority support.
 - **The governance of the school:**
 - This is effective and fulfils its duties well. The governing body receives good quality information from school leaders and its members regularly visit the school to make first-hand checks on its work. Governors are thorough and offer a good degree of challenge to school leaders when holding them to account for their work. The governing body makes sure that financial decisions are astutely made, including how pupil premium money is spent. It takes account of teachers' performance when deciding on their salary and makes sure that safeguarding arrangements meet requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils’ needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school’s leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131401
Local authority	Derby
Inspection number	406430

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

Type of school	Primary
School category	Maintained
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair	Brian Pilmore
Headteacher	Kate Williams
Date of previous school inspection	29 - 30 March 2011
Telephone number	01332 346310
Fax number	01332 293610
Email address	admin@roefarm.derby.sch.uk

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