

# The Roche School

11 Frogmore, Wandsworth, London, SW18 1HW

**Inspection dates** 13–15 May 2014

<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

## Summary of key findings

### This is an outstanding school.

- Pupils have made rapid progress and achieved exceptionally well over the past few years in reading, writing and mathematics.
- By the end of Year 6, standards of attainment are above average and pupils are very well prepared for secondary school.
- Pupils are very capable readers and write very well; this contributes to their outstanding progress in other subjects.
- Pupils have an excellent understanding of English grammar; they are careful to spell and punctuate correctly.
- Teaching is highly effective; interesting, well-chosen activities ensure that pupils are motivated to achieve high standards in their learning.
- Behaviour is outstanding in all lessons and around school; this contributes to a purposeful learning environment where pupils thrive.
- School leaders make sure that pupils are always safe and secure; parents and carers agree that their children are safe and very well cared for.
- Outstanding leadership of teaching ensures that pupils make outstanding progress and achieve exceptionally well.
- Proprietors are very effectively involved in the overall running of the school. They provide school leaders with high levels of challenge and support them exceptionally well.
- The headteacher and middle managers have succeeded in creating an environment where pupils enjoy learning. Staff are proud of the school and parents and carers feel supported.
- Pupils say that they 'love school' and 'staff are really friendly!' This is confirmed by their high commitment to learning and above average levels of attendance.

### Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 22 lessons taught by 21 different teachers. They scrutinised pupils' work and held meetings with the proprietors, headteacher, staff and pupils.
- The school's documentation was checked including schemes of work, teachers' planning, records of pupils' progress, assessment records and records pertaining to welfare, health and safety. The inspector checked the school's compliance with the regulations for independent schools.
- The inspectors took account of the views expressed in 45 questionnaires returned by staff and 143 responses to a parental questionnaire distributed by the school in 2013. Inspectors also considered 81 responses from parents and carers to Ofsted's online Parent View questionnaire.

## Inspection team

Chanan Tomlin, Lead inspector	Additional Inspector
Jackie Blount	Additional Inspector
Emma Merva	Additional Inspector

## Full report

### Information about this school

- The Roche School is a non-selective, independent primary school for boys and girls aged from four to 11 years. It opened in 1983 and moved to Wandsworth in South West London in 1988. It also comprises three separately registered nursery settings: one is located at the school site and two are situated at two separate sites in the London Boroughs of Fulham and Wandsworth.
- Altogether, there are 282 pupils on roll. There are a significant number of pupils with moderate learning difficulties and eight pupils with a statement of special educational needs. A significant number of pupils are bilingual or have English as an additional language.
- The curriculum includes all of the National Curriculum subjects with the addition of French and philosophy, and is designed to prepare older pupils for the entrance examinations to selective secondary schools.
- The school aims to 'help all pupils reach good standards in spoken and written English, in mathematics and in their understanding of the physical and human context of their lives'.
- The school's stated ethos is that 'children's learning environment should be such that, whatever their talents, they take pride in their own achievements and are patient and buoyant where they find their studies difficult or prosaic'.
- The school was last inspected in November 2008.

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

- Establish a standard system of marking pupils' work for all year groups so that they are always clear about how they can improve and can attain even higher standards in their work.
- Encourage pupils to be even more involved in the running of the school by ensuring that they have opportunities to have a direct impact on bringing about changes in the school.

## Inspection judgements

### Achievement of pupils

### Outstanding

- Pupils' starting points vary. Many pupils start school with above average abilities; some have special educational needs and start with skills that are below the levels typically expected. All pupils have achieved exceptionally well and have made outstanding progress over the past few years, considering their starting points. This is a result of outstanding teaching and the excellent range of subjects and activities offered by the school.
- All children in the Early Years Foundation Stage and pupils in the primary department acquire knowledge and skills quickly and rapidly develop their understanding in a wide range of subjects. Pupils make excellent progress in the Reception Year; by the end of the year, most are at the level expected for their age and are at a good level of development.
- Children in the Reception class make rapid progress because tasks and activities are thought-provoking and geared to their varying interests and abilities. For example, during a lesson on planting, children made outstanding progress because they were highly motivated by a selection of exciting activities including using key words.
- Pupils in Years 1 and 2 continue to make excellent progress. They build upon the work done in Reception and continue to methodically learn and master basic numeracy skills and an understanding of how letters and sounds link together to form words. Many become very proficient readers and writers. Pupils enjoy reading; they read to a high standard across many subjects.
- All current Year 6 pupils are exceeding the expected levels in reading, writing, mathematics and speaking; the majority, including the most able, are working at the higher National Curriculum Levels 5 and 6 in reading, writing and mathematics. As a result, they are exceptionally well prepared for the secondary schools of their choice.
- Pupils for whom English is an additional language receive excellent support; these pupils learn English quickly. They become fully conversant in English and make or exceed their expected levels of progress in all subjects.
- In mathematics lessons, pupils achieve high standards because they are encouraged to explore number systems, for example, on their own or in groups. During a Year 5 lesson on prime numbers, one pupil said, 'This lesson is very challenging!' By the time pupils reach Year 6, they are well grounded in numeracy and are able to use and apply mathematics in different contexts.
- Disabled pupils and those with special educational needs make outstanding progress; most reach or exceed expected levels of progress in English and mathematics by the end of Year 6 because of the consistently high levels of support that they receive.

### Quality of teaching

### Outstanding

- Teaching is typically at least consistently good and much is outstanding. As a result, all pupils, including disabled pupils and those with special educational needs and the most able, achieve exceptionally well and make rapid and sustained progress in all subject areas.
- In the Reception class there is an excellent balance of adult-led learning and activities which children choose for themselves. Adults talk and play with children both inside and outside in order to help them become physically, socially and emotionally self-reliant. As a result, they become avid learners and are always keen to learn new things.
- Teachers make excellent use of a wide range of resources to ensure that learning is always very interesting; as a result, pupils are motivated to concentrate and take a full part in lessons.
- Reading, writing, mathematics and speaking are taught highly effectively across all subjects, providing pupils with plenty of opportunities to excel in these skills.
- Learning is planned carefully to ensure that pupils' needs and abilities are taken fully into account. As a result, pupils with a wide range of abilities, including those learning English as an

additional language, make outstanding progress in all subjects.

- Teachers carefully check pupils' understanding in lessons and intervene when necessary to ensure that they fully understand what is being taught. This process has a notably positive impact on the quality of their learning.
- Pupils are split into groups according to their abilities, and learning activities provide appropriate levels of challenge for pupils in each group. Teaching assistants contribute to lessons effectively by helping individual pupils and groups of pupils to participate fully in lessons and to achieve their very best.
- Teachers assess pupils' achievement and progress very effectively. They mark work regularly and this helps pupils improve their work by helping them focus on areas that need to improve. However, the school does not have a standard system of marking pupils' work across all year groups so pupils are not always clear about how they can improve and attain even higher standards in their work.
- Teachers use well-judged and often imaginative approaches that help get the best out of pupils. For example, during a Year 5 English lesson on descriptive writing, pupils acted out 'freeze frames' and were photographed in order to help them visualise the scenes to help them improve their writing.
- Pupils are set appropriate homework assignments that help them to fully secure the learning at school. Consequently, they learn exceptionally well and make rapid progress in all subjects.

## Behaviour and safety of pupils

## Outstanding

- The behaviour of pupils is outstanding in lessons and around school; this contributes to an outstanding learning environment where pupils learn exceptionally well and make outstanding progress.
- The safeguarding and welfare requirements of the Early Years Foundation Stage are fully met.
- Pupils show excellent attitudes towards learning at all times. Pupils concentrate during lessons exceptionally well; they are always interested, engaged and keen to learn new things.
- Pupils' excellent conduct, manners and punctuality are evidence of how proud they are of their school.
- Pupils show that they are very keen to learn by asking questions when they do not understand and by taking part in discussions and debates. An example of this is a Year 5 personal, social and health education (PSHE) lesson on human rights where pupils excitedly debated whether people should be allowed to wear religious symbols at work.
- Pupils get along very well together; during lessons they work together, for example, in pairs and groups. This helps them learn exceptionally well and gives them insights into the importance of teamwork. For example, every year group performs an annual play. The Year 4 'Robin Hood' play observed during the inspection was outstanding; pupils performed exceptionally well and every pupil had a chance to be 'in the spotlight', acting, singing or narrating.
- Pupils express their opinions about the running of the school through the student council. The council meets regularly to discuss different aspects of the school but is not always effective in bringing about actual changes to the running of the school.
- The school's work to keep pupils safe and secure is outstanding; this is confirmed by both pupils and parents and carers. Pupils are fully aware of the different forms of bullying, including cyber bullying and prejudice-based bullying. Pupils say that bullying in the school is very rare.
- Pupils know how to keep themselves safe and are confident that staff will help them whenever they need assistance.
- Pupils gain a very well-developed knowledge of their own and other cultures through religious education, PSHE, art, visitors to the school and trips to different places of worship. As a result, they appreciate and promote diversity and challenge prejudice and discrimination.
- Attendance is excellent; it has been above the national average over the past few years.

**Leadership and management****Outstanding**

- Leadership and management are outstanding and secure consistently high achievement across the school. Senior leaders set high expectations for staff; this ensures that all pupils achieve exceptionally well over a sustained period of time regardless of their abilities or starting points.
- The pastoral team and senior staff ensure that all pupils, including those whose circumstances might put them at risk, receive the support that they need; as a result, all pupils succeed in their learning and make real gains in their personal development.
- Leadership and management of the Early Years Foundation Stage are outstanding. Leaders make close checks on teaching to ensure approaches are effective in meeting the needs of all children and groups of children. The checks made over time on the learning and progress of all groups of children are reviewed by senior leaders to ensure that all make exceptional progress.
- The leadership of teaching is excellent. The headteacher and middle leaders have a deep and accurate understanding of the school's performance, pupils' needs and abilities and staff members' skills. As a result, all pupils including those that require extra support, achieve exceptionally well in all subjects, including English and mathematics.
- Senior leaders ensure that staff and resources are always deployed in ways that benefit pupils to the maximum.
- Teachers are provided with regular training that meets their needs; as a result, they are experts at challenging and motivating pupils. This is a major contributing factor to outstanding teaching that secures exceptional achievement and progress.
- Senior leaders have created excellent policies that help pupils achieve high levels of literacy.
- Senior leaders constantly check the effectiveness of their actions in terms of the impact that they have on pupils' progress; as a result, no aspects of what the school offers remain unchecked.
- Safeguarding procedures fully meet statutory requirements.
- The curriculum is broad and balanced; it is enriched with an excellent variety of clubs, additional activities and school trips, including residential trips to France and Wales. It contributes very well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development.
- The curriculum contains a strong emphasis on citizenship, PSHE, art, music and philosophy; this helps pupils extend their knowledge across many subject areas and gives them many opportunities to practise and apply their skills in different contexts.
- The proprietors and senior managers work closely together to provide the best possible benefits for pupils. Proprietors meet regularly with staff, parents, carers and pupils; they provide senior leaders with high levels of challenge. They ensure that teaching is of a high standard, teachers' performance is checked, and any weaknesses are tackled so that all pupils maintain extremely high levels of achievement and progress.
- The school works with parents and carers exceptionally well to secure the best possible benefits for all pupils.
- Leaders and managers have ensured that all the independent school standards and statutory requirements of the Early Years Foundation Stage are fully met.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

## School details

<b>Unique reference number</b>	101075
<b>Inspection number</b>	443487
<b>DfE registration number</b>	212/6351

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

<b>Type of school</b>	Primary day school
<b>School status</b>	Independent
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Mrs Carmen Roche, Dr James Roche
<b>Chair</b>	Mrs Carmen Roche
<b>Headteacher</b>	Mrs Vania Adams
<b>Date of previous school inspection</b>	11 November 2008
<b>Annual fees (day pupils)</b>	£11,610 – £12,525
<b>Telephone number</b>	020 8877 0823
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