

# Roe Farm Primary School

Worcester Crescent, Chaddesden, Derby, Derbyshire DE21 4HG

## Inspection dates

27–28 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Although leaders are improving the quality of teaching, it is not yet consistently good.
- Throughout the school, teachers do not build well enough upon pupils' previous learning and knowledge to ensure rapid progress in writing.
- In key stage 1, teachers' expectations of what pupils should achieve in reading, writing and mathematics are not consistently high enough.
- Pupils in key stage 1 do not make strong enough progress to build well upon the good start they make in the early years.
- Some of the most able pupils do not reach their full potential because the level of work is not well enough pitched to their ability.
- Not all leaders evaluate pupils' progress sharply enough in order to remedy any underperformance quickly.
- There are not enough opportunities for pupils to learn about those who are from backgrounds and faiths different to their own.

### The school has the following strengths

- The headteacher, together with senior leaders, provide staff with a good level of support and challenge to improve their work.
- The governing body is now much more active in holding school leaders to account.
- The teaching of phonics is good and standards are above average.
- Behaviour is good and pupils say they feel safe.
- Any differences in performance between pupils from disadvantaged backgrounds and their classmates are diminishing.
- Children in the early years get off to a good start because teaching is consistently good.
- The curriculum promotes pupils' enjoyment and personal development well.

## Full report

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

- Improve the teaching of writing throughout the school by ensuring that teachers:
  - systematically build upon what pupils of all abilities can already do
  - have high expectations of what pupils should achieve, especially the most able
  - expect pupils to use what they know about grammar, punctuation and spelling whenever they write.
- In the key stage 1 classes, raise attainment and accelerate pupils' progress by making sure that teachers:
  - expect pupils to achieve more in their writing and to write at length more frequently
  - provide tasks that challenge pupils to use what they know in mathematics
  - help pupils to put their phonics learning to use whenever they read
  - provide sufficient challenge for the most able pupils to reach their full potential in reading, writing and mathematics.
- Strengthen leadership and management by:
  - ensuring that all leaders, including governors, understand information about pupils' progress and use it effectively to address what needs to improve quickly
  - helping pupils to understand multi-cultural diversity beyond the school community.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Renewed leadership is systematically addressing any inconsistencies that have arisen since the previous inspection. Leaders maintain a clear focus on improving the quality of teaching. Aided by recent local authority support, they are successfully moving the school on the path to improvement.
- The headteacher astutely recognises staff qualities and makes the most of strengths and expertise within the school. She provides teachers with regular support and guidance to help them to improve. Effective training and the sharing of good practice with other schools aid staff development well, for example in the teaching of phonics.
- The school is an orderly and purposeful place. Leaders create a common sense of purpose among staff and pupils. They ensure a unified approach to the management of pupils' behaviour, which is good, and to the promotion of important values.
- Pupils' attendance is improving due to concerted efforts by the school to reduce the number of pupils who stay away frequently. There are good systems to follow up pupils' absences and to encourage punctuality.
- Leaders, including those responsible for subjects, check the quality of teaching and curriculum coverage in various ways. This helps them to identify areas to improve. For example, in mathematics, leaders are now ensuring that pupils develop a greater depth of understanding, especially in key stage 2.
- Good support from the local authority develops leadership skills and ensures that teachers' assessments of pupils' work are accurate. Leaders, and governors, act upon the advice they receive. They are in a good position to continue to move the school forward.
- The pupil premium funding is used effectively to promote the personal and academic development of pupils who are disadvantaged. The money provides extra support for those pupils who need to catch up and to help the most able to excel. Because of this, the progress of eligible pupils is improving.
- Leaders use the primary physical education (PE) and sport premium funding well to develop pupils' skills and to improve the quality of teaching. Sports leaders effectively encourage pupils' participation and promote enjoyment. They add extra challenge to sports activities to allow pupils' talents to flourish.
- Leaders use the additional funding the school receives for pupils who have special educational needs and/or disabilities to make the school site accessible to all. The funding provides extra resources and adult help to support pupils in their learning.
- The curriculum provides interesting activities which are enhanced well by trips and visitors, and a range of clubs. Topics link subjects together well and promote pupils' spiritual, moral, social and cultural understanding. Pupils learn about fundamental British values, which are an integral part of the school's ethos.
- Pupils' multi-cultural understanding is not so well developed. There are limited opportunities to learn about those from various faiths and backgrounds. Consequently, pupils are not as well prepared for life in culturally diverse modern Britain as they could be.

- Some leaders are not rigorous enough in questioning whether pupils' progress is good enough. This means that they do not quickly tackle what needs to be done to improve. Because of this, standards in key stage 1 have not previously risen quickly enough. Actions now being taken by leaders are addressing shortcomings but are too recent to yet see an effect on pupils' progress overall.

## **Governance of the school**

- Governance is improving strongly. Governors are acting upon a recent review of their effectiveness. They are now more fully involved in school development planning and ask relevant questions to hold school leaders more stringently to account.
- Governors query the effect of spending on pupils' achievement, for example the new approach to teaching mathematics. They recognise that they have not previously been rigorous enough in their understanding of the effectiveness of the pupil premium spending on pupils' progress. They are now sharpening their analysis of the information they receive.
- Governors undergo the necessary training to carry out their responsibilities. They undertake safeguarding training and ensure the regular review of policies. They check that the school's systems are fit for purpose.
- Governors use well the expertise within their ranks. They are attracting new governors to join the governing body and they are strengthening their links with parents. Governors meet school leaders frequently and they gather pupils' views to inform themselves about the school's provision and the curriculum.
- Governors are updating information on the school's website to include the details of recently appointed members of the governing body.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have good systems to check the suitability of adults who work with pupils. Leaders provide staff with regular training and updates. There is a consistent approach to raising any concerns that may arise over pupils' welfare, which staff understand.
- Leaders maintain thorough records about any child protection issues. They establish good links with external agencies and families. They show perseverance in following up any concerns they identify and record their actions and outcomes well.
- The curriculum addresses safety issues well. During lessons and in assemblies, pupils learn how to keep safe. They benefit from extra guidance provided by visitors to the school, such as the NSPCC and the 'Safer Neighbourhood' team. In this way, pupils are helped to understand how to keep safe from potential risks, such as those presented by extremism, and drug and alcohol misuse.
- Safe use of the internet is promoted well and parents are invited to attend workshops to improve their understanding. Pupils draw up an anti-bullying charter, and learn how to keep themselves safe from bullying during anti-bullying weeks. The school's records show that incidents of bullying are rare, and pupils agree.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching is not consistently good enough to ensure that pupils, including the most able, reach their full potential in developing their writing skills. Not enough attention is given to extending pupils' existing skills as they move through the school.
- Although grammar, punctuation and spelling are taught regularly, teachers do not expect pupils to use what they learn to improve their writing.
- In key stage 1, teachers do not build consistently well upon what pupils already know. In mathematics, pupils repeat work they can do too often and do not have enough opportunities to apply their skills. In writing, teachers do not expect pupils to improve quickly enough. Some tasks limit the amount of writing pupils do.
- In key stage 1, teachers do not always take into account the literacy and numeracy skills and knowledge of the most able pupils to provide work that suitably challenges them to make good progress. In key stage 2, teachers do not challenge the most able pupils to make the best possible progress in writing.
- The teaching of phonics is good and standards are above average. Teachers in key stage 1 now more effectively link what pupils learn about phonics to help them to improve their reading. However, there is still some way to go to ensure that pupils do as well as they can in reading by the end of Year 2.
- In key stage 2, teachers focus strongly on helping pupils, including those from disadvantaged backgrounds, to catch up and make good progress, although this is not as strong in writing as it is in reading and mathematics.
- Together with leaders, teachers identify any gaps in pupils' learning in mathematics. New approaches to the teaching of mathematics are developing pupils' reasoning and deeper understanding well. In reading, teachers encourage an enjoyment of reading and expect pupils to read regularly and widely.
- In all classes, staff have good relationships with pupils. They expect pupils to behave well and they encourage a positive response to learning.
- Staff ask relevant questions to check pupils' understanding and they correct any misconceptions. They provide suitable verbal and written feedback so that pupils know how to improve.
- Teachers link subjects together well to motivate learning. For example, a topic on mountains extended pupils' learning in geography, history and mathematics. Topics are often enhanced by trips to outside locations, which makes learning memorable and which pupils enjoy. Teachers provide good opportunities for pupils to write for a range of purposes in various subjects.
- Teaching assistants support pupils, including those who have special educational needs and/or disabilities, well. They are particularly successful in moving on pupils' learning when tasks provided by teachers are well matched to pupils' abilities.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development is good. The curriculum promotes pupils' understanding of the benefits of healthy eating and physical activity well. Trips and PE lessons are popular.
- Pupils spoken to during the inspection said they value the help they get from their teachers. They feel well cared for and supported, typified by this comment: 'If you need help, you get it.'
- Pupils say they feel safe. They know about the different forms of bullying and who to speak to if they have a problem. They say they learn how to keep safe when using technology, including the internet, because of the guidance they receive.
- Pupils participate willingly. They are happy to take on responsibilities, such as being school council members. They say that voting is a fair way to be elected and show an understanding of the principles of democracy.
- Pupils know the school's values and show respect and tolerance to each other. The school's records show that incidents of racism are reducing, due to the focus on values. One pupil commented, 'We don't tolerate racism as this school.' However, pupils' understanding of those outside the school community is not so well developed.

### Behaviour

- The behaviour of pupils is good. It contributes well to the smooth daily running of this large school. Pupils know the school's rules. They like the rewards they receive for good behaviour, which they say are effective and consistently well used by staff.
- Pupils enjoy their learning. They maintain the same level of good behaviour with a range of adults. They listen well during lessons and settle quickly to their learning. They are willing to share their ideas with each other.
- Pupils say that most pupils behave well. They recognise how those who find good behaviour more difficult are helped to improve through the support they receive from adults. They are confident that staff will sort out any incidents of unacceptable behaviour that do arise.
- Attendance is improving due to leaders' positive actions. The breakfast club has a significant effect on punctuality for pupils who find it difficult to be in school on time. Leaders recognise that attendance remains a main priority and they are establishing further ways for it to continue to improve.

## Outcomes for pupils

Requires improvement

- Although children in the early years achieve well, this is not built upon well enough in key stage 1 to ensure that pupils reach the standards of which they are capable by the end of Year 2. This means they are not as well prepared for their learning in key stage 2 as they could be.
- The school's most recent information shows that standards in reading, writing and

mathematics by the end of Year 2 have improved from those seen in 2016. However, there is still some way to go to make sure that pupils, including the most able, make consistently good progress in these subjects.

- In 2016, by the end of Year 6, pupils reached the expected standards in reading and mathematics but did less well in writing. In all three subjects, the proportion of pupils reaching higher standards was below average.
- The school's most recent information shows a big improvement in the proportion of pupils reaching the higher standards in reading and mathematics by the end of Year 6. Leaders now ensure that the most able pupils, including those from disadvantaged backgrounds, are sufficiently well challenged to reach their full potential in these subjects. This is not yet the case in writing.
- In 2016, by the end of Year 6, pupils from disadvantaged backgrounds did less well in reading and writing than their classmates and other pupils nationally. The school's information shows these differences are now reducing because those who need to catch up are being helped to do so. However, there is room for improvement in the progress these pupils make in writing and in the key stage 1 classes.
- Pupils who have special educational needs and/or disabilities make progress in line with their capabilities. They make the best progress when staff give them tasks which build solidly on what they already know and can do.

### Early years provision

**Good**

- Children achieve well in the Nursery and Reception classes because teaching is consistently good. Staff enable children to make good progress in communication, language and literacy, areas in which their skills are often lower than typically expected for their age when children enter the early years.
- Children behave well and safely. At the time of the inspection, children had already settled into the Nursery and Reception classes because staff provide secure environments and clear routines. Children busily engage with adults in a range of interesting activities indoors and outside. Staff make their expectations of behaviour and safety clear, and children respond well.
- Good leadership ensures good teamwork and a shared sense of purpose among staff. There are good arrangements when children start school, which are well received by parents, who are encouraged to join in with early morning activities.
- Staff check children's progress regularly. They identify those who need extra support and extend the learning of the most able.
- By the time children reach the end of the early years, their skills, especially in reading writing and number, are developing well. The proportion of those reaching a good level of development is increasing year on year, with marked improvement in the progress made by children from disadvantaged backgrounds. As a result, children are well prepared for their learning in Year 1.

## School details

Unique reference number	131401
Local authority	Derby
Inspection number	10031281

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	The governing body
Chair	Neil Wilson
Headteacher	Helen Weston
Telephone number	01332 346310
Website	<a href="http://www.roefarmprimary.co.uk">www.roefarmprimary.co.uk</a>
Email address	<a href="mailto:admin@roefarm.derby.sch.uk">admin@roefarm.derby.sch.uk</a>
Date of previous inspection	22–23 January 2013

## Information about this school

- The school does not meet requirements on the publication of information about the business and financial interests of governors on its website.
- The school is larger than the average-sized primary school.
- The majority of pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is well above average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a breakfast club, which is managed by the governing body.



- The early years provision comprises two Nursery classes, which children attend for morning or afternoon sessions, and three Reception classes, which children attend full time.
- Since the previous inspection, there have been significant staff and leadership changes. The headteacher took up post in April 2015. The deputy headteacher joined the school in June 2017.

## Information about this inspection

- The inspectors observed learning in 24 lessons, seven of which were observed jointly with the headteacher. In all, 17 members of staff were seen teaching.
- The inspectors looked at samples of pupils' work from all year groups, including the early years. The inspectors spoke with pupils about their work during lessons and met with groups of pupils. They listened to pupils in Year 2 and Year 6 read.
- The inspectors observed pupils' behaviour around the school and at playtimes and lunchtimes.
- The inspectors held meetings with governors, school leaders and staff, and spoke with a representative of the local authority.
- There were insufficient responses to Ofsted's online questionnaire, Parent View, for inspectors to analyse. However, inspectors took account of parents' written comments and scrutinised the results of a questionnaire for parents conducted by the school. An inspector also spoke with some parents during the inspection.
- The inspectors analysed the 11 responses to a questionnaire submitted by school staff.
- The inspectors scrutinised the school's systems and documentation relating to safeguarding. They looked at information about pupils' attainment and progress, and about their attendance. The inspectors looked at the school's improvement plans and evidence of its checks on the quality of teaching.

## Inspection team

Viv McTiffen, lead inspector	Ofsted Inspector
Peter Strauss	Ofsted Inspector
Elizabeth Moore	Ofsted Inspector
Hazel Henson	Ofsted Inspector
Rebecca King	Ofsted Inspector

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