



Roxeth Manor Middle School

Inspection Report

Unique Reference Number 102203
Local Authority Harrow
Inspection number 286308
Inspection dates 28–29 November 2006
Reporting inspector Glynis Bradley-Peat

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

Type of school	Middle deemed primary	School address	Eastcote Lane
School category	Community		South Harrow
Age range of pupils	8–12		Harrow HA2 9AG
Gender of pupils	Mixed	Telephone number	0208 4224503
Number on roll (school)	330	Fax number	0208 4229054
Appropriate authority	The governing body	Chair	Ms Lynne Malzard
		Headteacher	Mr Chris McDermott
Date of previous school inspection	15 April 2002		

Age group	Inspection dates	Inspection number
8–12	28–29 November 2006	286308

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. The proportions of pupils from minority ethnic backgrounds and who have English as an additional language are higher than in the great majority of schools. The proportion of pupils identified with learning difficulties is above the national average but the percentage with a statement of educational need is below average. The proportion of pupils joining or leaving the school at other than the usual times is high. The school has achieved the Primary Quality Mark, the Healthy Schools Award, the British Council's International School Award and the Activemark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Roxeth Manor is a good school where there is overwhelming support from parents. One writes, 'the headteacher leads a very strong team at the school, which he manages efficiently and effectively' and inspectors agree. Because the school has evaluated its own performance accurately and candidly, the headteacher has been able to identify and organise clear priorities for improvement. He and his team have high aspirations for the provision of an outstanding education for the pupils.

Pupils make good progress, standards are close to national averages and rising. This is because of good teaching which is particularly effective in mathematics. Teachers plan their lessons meticulously and assess carefully what pupils have learned. They have high expectations of what pupils can achieve. Pupils with English as an additional language and those with learning difficulties are well supported and make good progress. Standards in writing are still below average, but the school is working diligently to make improvements. However, currently, there is insufficient opportunity given to pupils to write extensively in subjects other than English. Also, there are too few opportunities to explore and investigate independently in some subjects, leading to an over-reliance on teacher-directed activities. The curriculum is good and pupils are given the chance to study a broad range of subjects. Extra-curricular activities are varied and well supported. The school's links with other establishments both locally and abroad are excellent.

The provision for care, guidance and support is excellent and is now showing a real impact on the personal development of pupils. Academic guidance and the tracking of pupils' progress is of high quality. Pupils know their targets and have a real desire to achieve them. They know how to be safe and healthy and show enjoyment of all aspects of their school life. Pupils participate in decision making and contribute well to the community.

Leadership and management are good with some outstanding elements. The headteacher is a charismatic leader who has inspired others and developed and promoted excellent teamwork amongst his staff. His prominence in formulating partnerships with various organisations is admirable. He and his colleagues make sure that the views and work of pupils are valued. Beautiful displays in the corridors remind pupils that their efforts are appreciated. The professional development of all staff is paramount. Teachers and teaching assistants receive excellent training which is geared towards the school's priorities. This contributes to the good quality of teaching and rising standards. Governors support and challenge the school well because their training has been thorough. Consequently, capacity to improve further is good.

What the school should do to improve further

- Provide more opportunities for pupils to produce high quality writing across a variety of subjects.
- Extend the range of opportunities for pupils to work independently.

Achievement and standards

Grade: 2

Pupils are achieving well and a comprehensive tracking system shows them to be on course to reach the targets set for them. Leaders have worked hard to raise standards and their efforts are bearing fruit. Results in 2006 have risen in English, mathematics and science after a dip in 2005 and are now close to national averages. Considering the starting points of the pupils, the percentage of them reaching the higher levels is good and represents good achievement. This improving picture is reflected in lessons seen during the inspection. There is still work to do to raise standards in writing but the school is well aware of this. However, there is insufficient opportunity given to pupils to produce writing of high quality in subjects other than English.

Teaching assistants offer good quality support because they have been trained well by the school. This means that those pupils with learning difficulties and disabilities also make good progress. No groups of pupils underachieve.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good with some outstanding elements. This is because the school works tirelessly to improve its support and care. Pupils obviously enjoy coming to school and they behave well. They move around the school, paying attention to safety, and are courteous and polite at all times. They know who to approach for help if they need it. Pupils enjoy eating fruit at break times, because it 'does us good' and there are many sporting opportunities which they claim 'keep us fit'. Pupils appreciate the pleasure of being active and healthy and recently voted physical education (PE) as their favourite subject. Spiritual, moral, social and cultural development is good.

The school council works well and pupils are proud of their school community and the part they play in it. The whole school raises money for a different charity each year. Pupils have also been focused on educational issues in other countries through the school's international links. The school buddy system is greatly appreciated and pupils are able to receive support and guidance from their peers. Good teamwork observed in lessons, average basic skills in mathematics and links with the local secondary school are of benefit and help to prepare pupils satisfactorily for the next stage of their education.

Attendance was unsatisfactory at the time of the last inspection but is now satisfactory as a result of the school's rigorous procedures.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and as a result, pupils make good progress. Lessons are very well planned and cater effectively for the individual needs of pupils. Good use is made of resources, such as the interactive white boards, to make learning more interesting and fun. Lessons start with clear objectives. Excellent use is made of 'starter' activities to gain pupils' attention and a choice of well-timed activities maintains their concentration. Good use is made of questioning to ensure that learning has taken place and to make pupils think. Effective use is made of targets to keep pupils motivated. Most work is carefully marked and, at its best, provides pupils with helpful guidance on what they need to do to improve but this is not always consistent. Much of the teaching is very stimulating and pupils have good opportunities to use their imagination although the chance to work independently and to show initiative is more evident in some lessons than others. Good use is made of teaching assistants enabling pupils to achieve as well as they can.

Curriculum and other activities

Grade: 2

The curriculum is good. It caters for the individual needs of pupils and provides opportunities which extend their knowledge and deepen their understanding. This helps all of them to make good progress. There is a strong emphasis on meeting the needs of pupils whose first language is not English which enables them to achieve well. There are good levels of challenge for more able pupils. Pupils benefit from extra classes to boost their performance in numeracy and literacy. Provision for mathematics is strong. Pupils are able to develop their writing skills in most English lessons but the chance is missed for them to do so in other subjects. Pupils are given the opportunity to show enterprise and to be independent although this is more frequent in some subjects than others. There is a strong emphasis on safe practices and healthy life styles. All pupils are able to take part in sport and to enjoy the arts, with music being a strong feature. Pupils study other faiths and cultures and there are regular visits to places of interest. The school has developed international links which broaden pupils' awareness. It makes good use of outside speakers and performers whose presentations, such as Indian dance, are greatly enjoyed.

Care, guidance and support

Grade: 1

The school has developed outstanding provision for the care, guidance and support of all pupils. They also receive high quality academic guidance through very efficient assessment and tracking procedures.

The school liaises closely with parents and they are very positive about the school and cannot speak highly enough of it. 'They provide first class care, guidance and support,

not only for the pupils, but also for the parents', 'Staff give very generously of their time in order to help overcome any difficulties', they said. Another parent wrote, 'I am very pleased because I can see that my child really enjoys going to school and he is making good progress ...'

Information collected by the school from a variety of sources is used very effectively. This improves the quality of education and support, particularly for those who are most vulnerable because of their learning or language difficulties. The school is vigilant about safeguarding its pupils. All checks on adults working in school have been carried out thoroughly and child protection procedures are in place. The school's excellent partnerships and links support pupils well.

Leadership and management

Grade: 2

The senior leadership team is well led and gives the school a clear sense of direction which is based on an accurate analysis of its strengths and weaknesses. It has worked effectively to improve pupils' behaviour and their attendance. Systems are in place which enable the vast majority of pupils to achieve as well as they can. The school delivers high quality care. Senior leaders have clear information on pupils' progress which is analysed and used extremely well to see whether targets have been met. It then works closely with teachers to ensure that pupils' progress is carefully tracked and that assessment information is used effectively in the classroom. Its emphasis on the need for high quality professional development has resulted in a work force which is highly skilled and very committed. The rigorous monitoring of teaching links well with performance management. The school's drive towards sharing leadership is evident and most middle leaders are now monitoring well their own areas of responsibility.

The supportive governing body has a good knowledge of the school's achievements and is working closely with senior leaders to improve it further. The school has made good progress since it was last inspected. Its capacity for further improvement is good.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for your help and views when we inspected your school recently. You told us what you liked about your school and why. You explained to us why it is important to stay fit and healthy. You really enjoy helping others less fortunate than yourselves.

We enjoyed our visit and were very pleased with the politeness and good behaviour you showed us.

Your headteacher leads your school very well and wants the best for all of you. He is helped by his senior team and all the other teachers, who all work very well together. We think that Roxeth Manor is a good school and lots of your parents and carers think so too. It cares for you all very well and ensures that you enjoy your life in school.

Even in a good school like yours there are things which could be even better. We have asked your teachers to give you more chance to practise your writing in lots of subjects and not just English. You can help by always doing your best work. We have also asked that you be given things to do in lessons where the teachers let you investigate and experiment for yourselves more. You will need to be sensible and 'grown up'.

We hope that you continue to enjoy your time at Roxeth Manor and wish you all success in the future.

Kind regards

Glynis Bradley-PeatLead Inspector