

Roding Primary School

Inspection report

Unique Reference Number	102830
Local Authority	Redbridge
Inspection number	308131
Inspection dates	11–12 February 2008
Reporting inspector	June Woolhouse

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	466
Appropriate authority	The governing body
Chair	Mr N Woodward
Headteacher	Ms H Honey
Date of previous school inspection	6 October 2003
School address	Roding Lane North Woodford Green IG8 8NP
Telephone number	020 8504 3706
Fax number	020 8506 1943

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is much larger than average. It is ethnically diverse with a significant proportion of pupils who speak English as an additional language. The social and economic circumstances of the area are very mixed. The borough's special provision for hearing impairment (HI) is based at the school. This means that a higher than average proportion of pupils has a statement of special educational need. The school holds the Activemark, Artsmark silver and Healthy Schools awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Roding Primary is a satisfactory school with many emerging strengths. The headteacher provides strong leadership and in recent times has successfully managed some difficult staffing problems. The school is back on track to consolidate the current improvements in pupils' achievements. Its ethos is centred on valuing the contributions and talents of all pupils and staff. This is reflected clearly in the way everyone works together with respect and tolerance. Pupils with hearing impairment make excellent progress. Pupils with specific learning needs and those who speak another language at home achieve well.

Pupils like coming to school and are enthusiastic about most of their learning. They know how to be healthy, feel safe and work together co-operatively. They are thoughtful and show friendship to each other, accept responsibility readily and contribute to the community through sport and cultural activities. The improvements in their basic skills, especially in information and communication technology (ICT), prepare them well for the next stage of their schooling.

The curriculum is broad and pupils enjoy the good range of extra-curricular events, especially for sport. They benefit from many musical opportunities as well engaging in creative activities that embrace the school's cultural diversity. All pupils are well cared for, supported and given good guidance in their learning and personal development.

The school agrees that pupils could make more progress and reach higher standards, especially in Key Stage 1, following the good start they make in the Foundation Stage. Pupils' performances in end of key stage tests have fluctuated over the last five years. The school has shown what can be achieved as mathematics results have improved steadily in the last two years because they made it a focus for improvement. Assessment procedures are used well but there is still more to do to make this consistent. Higher ability pupils are too often insufficiently challenged. Pupils start school with attainment levels expected for their age in the Foundation Stage and reach levels of attainment in line with national averages by Year 6. This reflects satisfactory achievement and satisfactory teaching.

Although improvements in pupils' learning are beginning to emerge, teaching remains satisfactory overall. Too often teachers spend too much time at the start of lessons explaining what pupils will do next and pupils listen for too long. Some pupils are not challenged to increase the pace of their learning, and the more able sometimes finish work quickly and could achieve more. Some staff are relatively new to management responsibilities. Phase leaders are not yet sufficiently knowledgeable to interpret pupils' results and intervene to improve teaching. Improvements since the last inspection are evident in ICT provision. Governance is satisfactory and the new chair of governors is clear how it can improve. The school has a satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good and children thrive. Their skills are at the expected levels when they enter the Nursery class. They make good progress and achieve a good level of development by the end of the Reception year. There is exemplary practice in the Nursery class and all children get a very good start to school because practical and enjoyable experiences are expertly planned to meet their needs. This includes provision for children with specific learning needs, those who speak another language at home or have hearing impairment. This

excellent start continues in the Reception classes. Children learn to extend their concentration with more demanding, teacher-led activities especially in literacy and numeracy. They continue to develop creative and physical skills to a good level. A restricted outdoor environment limits the time they can play outside. The governing body is already planning to improve this important aspect.

Leadership and management are good. Experienced and knowledgeable practitioners provide high levels of care and support, within a safe and secure environment. They consider parents and carers are essential partners in the education of their children and fully inform them about their children's progress. High quality records of achievement demonstrate this good progress. Parents and carers value these records highly and they are clear evidence of very effective assessment systems.

What the school should do to improve further

- Raise the quality of teaching to that of the best by making it more consistent, particularly in the pace of lessons and the level of challenge for all pupils.
- Ensure that the assessment and tracking systems are embedded and used effectively to match work consistently to pupils' needs, especially for those of higher ability.
- Improve further the skills of phase leaders to monitor and evaluate pupils' learning across each year and key stage, and to take well-focused action to improve it.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the Nursery with skills that are broadly in line with those expected for their age. They leave at the end of Year 6 with standards broadly in line with the national average. Achievement is satisfactory, but progress from Year 1 to 6 has been uneven in recent years. This is the case for the pupils who took the Year 6 tests in 2007. The school did not meet its challenging English and mathematics targets. Weaknesses in the teaching meant that these pupils attained below average standards when in Year 2. Their progress accelerated in Years 3 to 6 so that they, too, attained average standards by the time they left. The weaknesses in teaching have been addressed and consequently progress is now satisfactory throughout the school. The pupils with hearing impairment make excellent progress as a result of the outstanding provision. Pupils with other learning difficulties also make good progress. Higher attaining pupils make satisfactory progress and many make good progress in science.

Personal development and well-being

Grade: 2

This is an area of strength in the school. Pupils feel valued and safe. They have confidence in the staff to care for them and deal with any problems they may have. There is minimal bullying or harassment. Pupils enjoy coming to school, and this is evident in their improved attendance and their good behaviour. Pupils have a clear understanding of right and wrong and they can explain why concepts such as fairness, justice and honesty are important. They work readily with others in teams or groups during lessons. They are very mature in carrying out school responsibilities as monitors and lunchtime helpers. Through the excellent school council, they

learn about important democratic processes such as voting, and representing others. Pupils know what constitutes a good diet and how to keep healthy. They have good social skills, and are reliable and sensible.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory, but at their best, lessons capture the lively enthusiasm and effort of the pupils and are pitched at just the right level. Relationships are friendly and supportive so pupils can try out new ideas or skills without anxiety. Interactive white boards are used effectively and teachers ask questions that make pupils think and encourage them to explain and justify their ideas. This deepens pupils' understanding and boosts their literacy skills. They work hard and learn a lot in a short time. Not all teaching is as good as this though. Whilst satisfactory, there are areas of weakness in lessons that prevent some pupils learning more effectively. Teachers respond quickly where pupils are encountering difficulties but sometimes do not notice when a pupil is finding work too easy and needs more challenging tasks. In several lessons teachers spent too long on the introduction and pupils lost interest. Their concentration lapsed, a few became restless and their progress slowed down. Presentation and marking are inconsistent across the school. In some classes work is set out very well, thoroughly marked and pupils guided in how to make improvements.

Curriculum and other activities

Grade: 2

The curriculum provides a good balance of learning opportunities. There is a strong emphasis on basic literacy, mathematics and science skills and the school is continually refining its approaches to better meet the needs of the pupils. Recent changes in teaching about letters and sounds are already having a positive effect. Too little use is made of the improved resources in ICT to enrich learning in other subjects. Pupils feel the overall curriculum is good but find some subjects dull. Appropriately, one of the school's main current initiatives is to review the broader curriculum to make it more active and stimulating. The pupils' programme of work includes personal and health education, and the school is rightly improving its planning in this area. There is a good range of cultural opportunity both within and outside the school day. Displays are rich with the excellent art work of pupils and professional artists. The curriculum for pupils with learning difficulties and those for whom English is an additional language is very good, whilst the provision for hearing impaired pupils is outstanding. The school arranges a good programme of visits, clubs and visitors to school to enrich the curriculum.

Care, guidance and support

Grade: 2

Care, guidance and support are strong features of the school. Child protection procedures are robust; staff are well trained and aware of their responsibilities in safeguarding pupils. The support of pupils with hearing impairment is outstanding. Pastoral support is excellent. It is underpinned by the caring ethos of the school and the hard working staff. Pupils with other learning difficulties are supported very well. Each pupil is valued and as a result can play a full part in school life.

There are very good links with outside agencies which help to improve the behaviour of a few challenging pupils. There are also effective links with the education welfare officer. As a result of strenuous efforts, the school has raised attendance significantly since the previous inspection. Academic guidance is good. Pupils know their targets for English and mathematics and can explain what kinds of things they must learn to achieve them. The tracking systems identify very effectively when individual pupil's attainment is below the level expected for their age. When the school identifies underachievement, it acts decisively to provide support and pupils' progress accelerates. The tracking does not always identify higher attaining pupils who underachieve.

Leadership and management

Grade: 3

Leadership and management are satisfactory and improving. The headteacher has set a clear direction for school improvement with pupil achievement at the core of everyone's efforts. The deputy headteacher supports her very well. They have maintained the focus on pupils' good personal development and the excellent progress of pupils with HI, expertly led by the headteacher and inclusion manager. Recent changes to the roles and responsibilities of middle leaders are beginning to increase the capacity to regain the momentum lost through the recent staff changes and absences.

Teaching and learning are monitored regularly through observations and analyses of pupils' performance. At present this information is not used consistently to ensure that progress takes place steadily. Good links exist with parents and carers who are regularly asked to state their views about the school. They are very satisfied with their children's school experiences. The services provided by the school's HI outreach team give very good support to children, young people and families across the borough. However, this means an extra, demanding management role for the headteacher. Governance is satisfactory but the chair of governors recognises that senior leaders need to receive more informed challenge through better governance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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?	3
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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

03 March 2008

Dear Pupils

Inspection of Roding Primary School, Woodford Green, IG8 8NP

I am writing to thank everyone for helping us to see how well you are doing at Roding Primary. We enjoyed our visit and found lots of good things about your school. These included:

- your good behaviour
- the way you look after each other and have a good time on the playground
- the super art work we saw on display including the things you have produced by using computers
- the way everyone is included when you do your lessons
- the excellent conversations we had with members of the school council who told us what they would like to improve as well.

We think you receive a satisfactory education at the moment but could make even more progress by the time you leave for the senior school. There are many good things going on as well. Your teachers work very hard to make sure you can read, write and do your mathematics successfully. They also want to make sure you make good progress in all the other subjects too. Miss Honey is very keen that you get lots of sports, art and music. This means that you have to work hard and finish your work carefully. It also means that you have to come to school every day and be ready for the first lesson.

We have asked Ms Honey and Mr Woodward, the Chair of Governors, to improve the following things:

- teaching, so that it is always good; this is your chance to contribute
- the way teachers track how you are getting on over a year and a key stage and whether your progress is good enough; you have to be sure you finish your work in lessons and do your homework
- ensure that all teachers who are in charge of part of your school have the chance to look at what they need to do to make things even better.

Best wishes from my team and me,

Mrs June Woolhouse

Lead Inspector