

Roxwell Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	115118
Local Authority	Essex
Inspection number	338514
Inspection dates	27–28 April 2010
Reporting inspector	Madeleine Gerard

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair	Andrew Cole
Headteacher	Peter Wadsworth
Date of previous school inspection	8 February 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed six lessons and parts of five others, saw three teachers and held meetings with groups of parents, pupils, governors, and staff. They observed the school's work, looked at work in pupils' books, tracking data showing attainment and the progress pupils make, the school's improvement plans, monitoring records and 36 responses to the questionnaire for parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current attainment, learning and rates of progress, particularly in English
- how effectively teachers use information from assessments and marking to ensure all pupils are set appropriately challenging work
- how successfully leaders and managers ensure consistency in the quality of provision.

Information about the school

This is a much smaller than average primary school. The pupils are taught in mixed age classes. Children and pupils in Reception, Year 1 and Year 2 are taught in one class, pupils in Years 3 and 4 are taught in another and those in Years 5 and 6 are taught in a third class. The proportion of pupils with special educational needs and/or disabilities is higher than average. Most of these pupils have specific learning difficulties or moderate learning difficulties. Almost all pupils are White British. There are very few pupils learning English as an additional language and none are at an early stage of learning English.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Roxwell Church of England Primary provides a good quality of education and serves its community well. The school has continued to make progress since the last inspection and has been effective in securing improvements in many aspects of its work. Consequently the school's capacity for sustained improvement is good.

Pupils enjoy school and have positive attitudes to learning. There is a good variety of popular extra curricular clubs including pottery, choir and allotment gardening. Relationships are warm and positive. One pupil typically commented, 'It's a very friendly school.' Personal and social skills are well promoted. For example, mixed age teams enjoy completing projects and activities together during team time each week. Pupils enthusiastically take on responsibility as team leaders, organise daily assemblies and help at the Christmas and summer fayres. Older pupils look after younger ones at break time. They contribute well to the local community for example by planting bulbs and litter-picking in the village. Despite the school's systems to promote regular attendance, attendance is only average.

Children get off to a satisfactory start in the Early Years Foundation Stage. Good induction arrangements including opportunities to visit the school and home visits made by staff before the children join the Reception class help them to settle well. Although children have regular access to the outdoor spaces, opportunities for children to develop their skills in all areas of learning outside are restricted. Rates of learning and progress are good through the rest of the school because the quality of teaching is good in Years 1 to 6. Attainment at the end of Year 6 has been generally above average over recent years. The school has good whole-school systems to check the progress each pupil makes. This information is analysed carefully and reviewed regularly so that additional support can be quickly put in place for any pupil needing extra help.

The school has worked successfully to make sure that appropriate developments have resulted in improved provision and rates of learning and progress for most pupils. The school has a generally modest evaluation of its performance because it is constantly striving to improve further. Nevertheless, leaders, managers and governors have not ensured that priorities for improvement in the Early Years Foundation Stage have been identified clearly enough and addressed swiftly to ensure strong outcomes for all children by the end of the Reception year.

What does the school need to do to improve further?

- Improve outcomes at the end of the Early Years Foundation Stage by:

- ensuring that provision consistently provides opportunities for children to develop their skills in all areas of learning particularly in the outside spaces
 - increasing the skills of leaders, managers and governors in monitoring the quality of provision and in identifying key priorities for improvement in the Early Years Foundation Stage.
- Improve attendance by working with parents, carers and outside agencies.

Outcomes for individuals and groups of pupils

2

In Years 1 to 6, pupils enjoy their learning and achieve well. For example, good learning and progress were observed in an English lesson when pupils were encouraged to evaluate each others' sentences and identify how they could improve their writing. In another English lesson, pupils made swift gains in their learning through working in pairs to identify character descriptions in a written text. Attainment in English, mathematics and science has been above average over recent years, although fewer pupils reached above average attainment in English at the end of Year 6 in 2009. The school's own tracking data and pupils' current work in books suggest more pupils are on track to reach above average levels. Pupils who need additional help make good progress as a result of the support they receive.

Behaviour observed in lessons and around the school is good. Pupils feel safe and are very confident that adults will help them should any problems occur. Pupils' self-confidence is fostered well, for instance through taking part in music and drama performances. The choir sings in the local community and has performed in Chelmsford cathedral. Good gains in pupils' spiritual, moral, social and cultural development enable them to show care and consideration for one another. Charity fundraising develops pupils' awareness of those less fortunate than themselves. Pupils have positive attitudes to keeping fit and healthy. For example at break time during the inspection, pupils of all ages were observed enjoying a game of hockey together. All pupils understand the importance of keeping safe when out in the sun and routinely wear hats outside in hot weather.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils enjoy discussing their learning in pairs and working in groups. This promotes their good social skills. Teachers plan interesting tasks for pupils that are relevant to their experiences and involve pupils actively in their learning. For example, in a mathematics lesson, pupils learning about measurement used small cubes to calculate the amount of fencing needed to surround the perimeter of a field and how much crop growing area the farmer would have in the field. Information from assessments is used well to match work to pupils' needs. However, sometimes opportunities for more able pupils to develop their skills independently are limited, or occasionally time is wasted when some pupils wait while teachers explain activities to others. Pupils generally know their targets. However, when teachers mark pupils' work in books they do not always make clear to pupils how they can improve their work further.

Themed events enliven the curriculum. For example, during a recent India day pupils learned Indian dancing and tasted Indian foods. There is a good variety of visits to local places of interest. These include a recent visit for pupils in Years 1 to 6 to a Hindu Mandir temple and a residential stay at an adventure centre in Kent for pupils in Years 5 and 6. Well-chosen projects, for example to boost literacy through writing texts using computers, have successfully raised attainment in writing. Through links with a local secondary school, pupils have worked with specialist mathematics teachers to develop their problem solving skills. There are some links between subjects. For example, pupils used mathematics skills in science to design healthy sandwiches and calculate quantities and costs of ingredients. However, opportunities for pupils to develop their literacy and numeracy skills across a range of subjects are not consistently in place.

The school works hard to ensure that pupils are well cared for and knows all the pupils extremely well. Pupils who need extra help are well supported by additional adults in class and through individual and small group sessions so that they make good progress. Pupils are well prepared to move up to the next class as they progress through the school because the school plans opportunities for them to spend time in their new class during the summer term. Guidance for older pupils, including a workshop on a range of health and safety issues, ensures they are well prepared for transfer to secondary school. The school takes some steps to promote regular attendance but there is more to do to secure a sustained increase in rates of attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school tackles discrimination and promotes equality well. The headteacher is a good leader and all the staff work closely together as a strong team. The governing body is committed to supporting the school and is developing its role in holding the school to account. Regular monitoring of the quality of provision and pupils' learning has successfully driven improvement and embedded ambition well. However, systems for the school's leaders and the governing body to measure the effectiveness of the school's work are not always rigorous enough to ensure that all aspects of the school's work are consistently checked. As a result, provision and outcomes for children in the Early Years Foundation Stage are satisfactory and the school's promotion of community cohesion is satisfactory. Pupils' understanding of themselves as part of the school and local community is strong. However, their awareness of those who live in communities other than their own in the United Kingdom and around the world is more limited. Procedures to safeguard pupils' health, welfare and safety are good. The school works well to harness the support of parents. For example, workshops for parents to explain how numeracy is taught to help parents support their children's learning. The governing body has recently taken a lead in surveying parents' views.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the school with a range of skills and capabilities but, generally, attainment on entry is at the expected levels for their age. Personal, social and emotional development is well supported and adults ensure their welfare is well promoted. Children are happy and form positive relationships with adults and other children. They work and play well together, share equipment and are keen to take on responsibility, for example for tidying equipment away. There is an appropriate balance between adult led tasks and opportunities for children to select activities for themselves. Over recent years, children have made satisfactory progress in the Early Years Foundation Stage to reach average standards by the start of Year 1. Leadership and management of the Early Years Foundation Stage are satisfactory. Letters and sounds are taught regularly and this year induction arrangements have been improved to include home visits. Enhancements have been made to the outside areas but the outdoor spaces are not always used to support all areas of children's learning. Planning does not always ensure that children have good opportunities to develop their literacy and numeracy, knowledge and understanding of the world and physical skills in the outside areas.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

All the parents and carers who responded to the questionnaire are confident that the school keeps their children safe and are happy with their child's experience of school. In the survey, parents and carers agree that teaching is good and judge that the overall management of the school is good. Inspectors agree with the parents' positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roxwell Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 67 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	64	10	28	0	0	0	0
The school keeps my child safe	31	86	5	14	0	0	0	0
The school informs me about my child's progress	23	64	13	36	0	0	0	0
My child is making enough progress at this school	20	56	16	44	0	0	0	0
The teaching is good at this school	24	67	12	33	0	0	0	0
The school helps me to support my child's learning	24	67	11	31	1	3	0	0
The school helps my child to have a healthy lifestyle	20	56	16	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	50	14	39	1	3	0	0
The school meets my child's particular needs	20	56	15	42	1	3	0	0
The school deals effectively with unacceptable behaviour	21	58	14	39	0	0	0	0
The school takes account of my suggestions and concerns	21	58	15	42	0	0	0	0
The school is led and managed effectively	23	64	13	36	0	0	0	0
Overall, I am happy with my child's experience at this school	26	72	10	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 April 2010

Dear Pupils

Inspection of Roxwell Church of England Voluntary Controlled Primary School,
Chelmsford, CM1 4PE

Thank you for being so friendly and welcoming when we visited your school recently. We really liked talking to you and listening to all that you had to say. We particularly enjoyed hearing about the activities that you do during team time and hearing you all singing 'Children of the Light' together in assembly. Roxwell Church of England Primary is a good school. I am writing to tell you about the judgements that we reached. The best things about your school are:

- you enjoy coming to school and your parents and carers like the school too
- you behave well, get along well with each other and are keen to learn
- you enjoy all the interesting work the teachers plan for you
- you make good progress in your learning
- you enjoy the extra-curricular clubs that the school organises
- those of you who need additional help are well supported and make good progress
- you have a good understanding of how to keep yourselves fit, healthy and safe
- all the adults work together as a team and make sure that you are safe and well cared for.

Children get off to a satisfactory start in the Early Years Foundation Stage and we have asked the school to make sure that the children in Reception make even better progress in their learning, especially in the outdoor areas. A few of you miss important learning because you miss school for no good reason. We are asking your parents and the school to work together to make sure you all go to school as often as you can.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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