

Roding Primary School

Inspection report

Unique Reference Number	102830
Local Authority	Redbridge
Inspection number	355267
Inspection dates	23–24 September 2010
Reporting inspector	RUTH McFARLANE

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 of pupils on the school roll	442
Appropriate authority	The governing body
Chair	Neil Woodward
Headteacher	Graeme Alderton
Date of previous school inspection	11 February 2008
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Introduction

This inspection was carried out by four additional inspectors. During the inspection, 23 lessons or parts of lessons and 16 teachers were observed. Inspectors looked at pupils' workbooks and analysed assessment information on pupils' progress. Meetings were held with groups of pupils, the Chair of the Governing Body, the headteacher and other staff. Inspectors scrutinised records, safeguarding documentation, the school improvement plan, reports from the School Improvement Partner and minutes from the governing body's meetings, as well as policies and procedures. Inspection questionnaires were completed by 83 parents and carers. The inspectors also looked at questionnaires completed by staff and by pupils in Years 3 to 6.

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

- The impact of strategies to improve attendance.
- The impact of strategies to improve quality and consistency in teaching.
- How well assessment is used in the classroom to match tasks to pupils' abilities. □
- How well middle leaders contribute to school improvement.

Information about the school

This ethnically diverse school is much larger than average. There is a much smaller proportion of pupils with White British heritage than is usual but this is still the largest group. Almost a quarter of the pupils speak English as an additional language (EAL); a higher proportion than average. The borough's special provision for the deaf, for pupils from 0?18 years, is based at the school. An average proportion of pupils has special educational needs and/or disabilities, but a higher proportion than usual has a statement of special educational needs, mainly for speech, language and communication difficulties or dyslexia. The school holds Healthy School status. The Early Years Foundation Stage comprises a 30-place Nursery and three Reception classes, the third having opened this term. The headteacher had been in post for three weeks at the time of the inspection. Before- and after-school care is run by other providers and is not a part of this inspection.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Roding Primary School provides a satisfactory quality of education for its pupils. Its key strength is a caring ethos which underpins pupils' good personal development. As one parent commented, among others, 'I find the school to be friendly, warm and secure.' Good levels of care are evident in pupils who say they feel happy and safe and keen to come to school. Behaviour is good and pupils cooperate well together. Attendance is average, having improved in response to the school strengthening its engagement with parents and carers. The integration of deaf, primary-age pupils who are on roll is successfully managed. The significant benefit of this is evident in their personal development and feeling of inclusion. These pupils, and others with special educational needs and/or disabilities, are supported well, so that their progress is not significantly different from that of the other pupils.

Children in the Early Years Foundation Stage get off to a satisfactory start and leaders have managed the expansion to three Reception classes satisfactorily. However, the use of the outdoor area for children's learning is underdeveloped and current planning offers too few opportunities for children to embed their learning in the free-choice activities inside and out.

Pupils' progress and achievement are satisfactory overall. Attainment in Year 6 dipped after the last inspection but has now recovered to broadly average in English, mathematics and science. Improvements in boys' progress, which had been lagging behind, are now evident. However, there are inconsistencies in the quality of teaching and therefore the progress pupils make. Assessment information is not always used well enough to pitch tasks to pupils' differing abilities, so that some lessons lack challenge, particularly for the higher-attaining pupils. Pace is occasionally slow. Teachers' marking is sometimes limited so that pupils are not clear how to improve. Recent work to develop and review the curriculum has yet to impact on pupils' achievement or give them enough opportunities to practise their literacy and numeracy skills through other subjects.

Leaders have developed a good collaborative ethos among the staff and are providing improved training so that the fresh ideas, now being introduced, can embed. Subject leaders are hampered in their scope to drive improvement because they are not involved sufficiently in monitoring how well their subjects are being taught through the school. This limits the value of the school's self-evaluation which is overgenerous with regard to the school's performance. The governing body supports the school satisfactorily, but its checks of the school's work have not been rigorous enough to secure pupils' good progress, to which the school aspires. There have been some improvements since the

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last inspection, for example in the tracking of pupils' progress, and in staff training, which together with the teamwork now evident, indicate satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Improve teaching so that pupils' progress is consistently good throughout the school by:
 - ensuring that lessons engage and challenge all pupils and meet pupils' differing needs and abilities
 - increasing pace in lessons and ensuring that pupils spend most of the lesson actively involved on tasks rather than passively listening
 - improving the quality of marking so that pupils are clear about how well they are doing and how they can improve their work.
- Improve the curriculum by accelerating the implementation of cross-curricular planning and ensuring that opportunities abound to develop literacy and numeracy through other subjects.
- Build capacity to sustain improvement by:
 - improving the rigour with which the governing body monitors the work of the school
 - ensuring that leaders and managers at all levels monitor teaching and learning more rigorously and take effective action to address any weaknesses.
- Improve the use of the outside area for learning in the Early Years Foundation Stage by:
 - ensuring daily planned use of the outside area for learning
 - planning the learning intentions for free-choice activities more rigorously to link with teacher-led learning.

Outcomes for individuals and groups of pupils

3

From starting points that are broadly in line with age-related expectations, rates of progress vary. Learning quickens when pupils experience good or better teaching. In an outstanding literacy lesson observed in Year 2, both boys and girls were captivated by enacting a classic tale and creating their own books. Pupils showed great enjoyment and concentration throughout and were imaginative in their writing. Lessons like these show pupils' enjoyment of their learning and have led to an improvement to above average attainment in Key Stage 1 teacher assessments; but they are not typical. As a result of the mostly satisfactory teaching, pupils make satisfactory progress throughout the school. Year 6 attainment is average, representing satisfactory achievement overall, including for those with speech, language and communication difficulties and dyslexia. Inspection evidence shows that EAL pupils make similar progress to their classmates. Pupils say that they are confident to report any concerns that they might have to staff in

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the knowledge that these are sorted out quickly. As a result, pupils feel safe and say that bullying is rare. Pupils participate in regular physical activity in school, eat healthily and gain a good knowledge about the factors involved in living a healthy life. Their contribution to the school and wider community is satisfactory; for example they take part in decision-making as members of the school council. Pupils' satisfactory attainment means that the extent to which they develop workplace and other skills that will contribute to their future economic well-being is also satisfactory. The caring ethos in the school supports pupils' good spiritual, moral, social and cultural development. Moral and social development are demonstrated by pupils' adherence to the school's 'Golden Rules' promoting helpfulness, courtesy and kindness to each other.

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils' satisfactory academic progress is the result of satisfactory teaching and a satisfactory curriculum. Where teaching is good, the activities are well matched to pupils' learning needs and the pace of teaching and learning is brisk. Best progress is achieved when assessment is used fully. For example, pupils in a Year 5 literacy lesson

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

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gained significant strides in their learning because the teacher's questioning expertly drew information about their understanding, and the lesson was smoothly adapted in pace and focus as a result. Teaching assistants are sometimes under-deployed, especially when the teacher takes a large proportion of the available time in explaining the lesson to the whole class. Several staff use sign language to ensure that deaf children are fully included. In the majority of lessons the pace of learning was slower and activities were not closely matched to pupils' varying learning needs, particularly more-able pupils.

Curricular links are being developed and information and communication technology skills are promoted satisfactorily. The good personal development programme and enrichment through art and music underpin pupils' good personal skills but arrangements for the gifted and talented and the more able are not fully developed. Those with EAL are given suitable support. However, pupils of all abilities and backgrounds are well cared for in the school's warm and welcoming environment. Deaf primary-aged pupils are fully included within the rest of the school. The school works closely with relevant external agencies to ensure that these pupils' needs are met effectively.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's leadership team has an adequate impact on pupils' outcomes. The new headteacher has not yet had time in post to embed his vision for the school. Teaching and learning are managed satisfactorily. Improved training is enabling monitoring activities to be shared but these responsibilities have not yet been cascaded to subject leaders, limiting their impact on the drive for improvement. The governing body is supportive and governors are increasing their training to improve their monitoring of the work of the school.

The school works successfully to form good relationships with parents and carers and works well with other agencies, and professionals such as speech therapists and audiological technicians. These relationships have resulted in the successful inclusion of deaf pupils and improved attendance across the whole school. There are strong links with other providers who use the school premises to care for children before and after school. Procedures to safeguard children were in line with government requirements at the time of the inspection. The school makes a satisfactory contribution to community

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cohesion, through a set of activities based on an audit of the school's context. The school is a cohesive community where pupils feel safe and behave well. Its work in promoting equal opportunity and tackling discrimination is no more than satisfactory because more-able pupils are not always sufficiently challenged, and support for EAL pupils is not cohesively managed. Despite this, outcomes for pupils are satisfactory; therefore, the school's deployment of resources to achieve value for money is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Well-established procedures for introducing children into the Nursery and Reception classes, including home visits for children entering the Nursery, ensure that they settle quickly into routines. Relationships between staff and children and their parents and carers are good. Staff make their expectations about behaviour and routines clear to children and reinforce these regularly with praise. As a result, children behave appropriately and are safe.

Teacher-led activities are effective in promoting learning, but the activities available for children to choose inside and out are not usually linked to the main activity, except in one class, and so children are not able to embed their learning. The exception was in a Reception class where children were joined in a variety of linked activities about birthdays such as making party invitations, birthday cakes and preparing a birthday party. Children are provided with a suitable range of activities that engage their interest indoors but the outdoor provision is insufficiently developed and resourced. Staff make regular assessments of children's skills and knowledge and these are used satisfactorily

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to plan the learning activities.

Welfare requirements are in place and there are appropriate policies and procedures to ensure that children are safe and well cared for. There are good links with external agencies and professionals to ensure that all children are well supported, especially those with special educational needs and/or disabilities, including those who are deaf.

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

About a sixth of eligible parents and carers responded to the inspection questionnaire. Most felt that the school is well led, that their children are safe and enjoy school, and that the school meets their children's needs. A few parents and carers expressed concern that their children are not making enough progress and felt that the school does not deal effectively with behaviour. Inspectors followed up on both of these issues through discussions with the school, observations and a scrutiny of documentation and records. They found that pupils are making satisfactory progress. Records showed that behaviour issues in the past had been dealt with satisfactorily. During the inspection the general level of pupils' behaviour was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roding 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 442 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	66	25	30	1	1	1	1
The school keeps my child safe	50	60	27	33	2	2	1	1
The school informs me about my child's progress	32	39	43	52	4	5	0	0
My child is making enough progress at this school	32	39	36	43	7	8	0	0
The teaching is good at this school	34	41	40	48	1	1	0	0
The school helps me to support my child's learning	30	36	43	52	4	5	0	0
The school helps my child to have a healthy lifestyle	34	41	42	51	0	0	1	1
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)	32	28	40	48	3	4	0	0
The school meets my child's particular needs	38	34	45	54	0	0	2	2
The school deals effectively with unacceptable behaviour	34	41	31	37	6	7	0	0
The school takes account of my suggestions and concerns	23	28	43	52	2	2	2	2
The school is led and managed effectively	37	45	39	47	0	0	0	0
Overall, I am happy with my child's experience at this school	44	53	32	39	1	1	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



27 September 2010

Dear Pupils

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

Thank you very much for the warm welcome you gave the inspectors when we visited your school. Thank you for talking to us and showing us around; you are clearly proud of your school.

Overall, we judged that your school is satisfactory. This is mainly because teaching is satisfactory and as a result you do about as well as most other children of your age by the time you leave.

Some things are good in your school. You told us how much you enjoy the art and music. Your school cares for you well and makes sure that you have a good understanding of how to keep yourselves safe and healthy. You behave well and you are keen to learn in your lessons. You work together harmoniously whatever your needs and backgrounds. It was good to see some of you signing to help those pupils who find it hard to hear.

You gave your new headteacher a nice welcome. We read some of the letters you wrote to welcome him and noticed that you thought of a lot of things that would make him feel at home.

Sometimes you find the work in lessons too easy and you get a bit bored. We have asked that senior leaders should make sure the work is a bit more of a challenge to make you think a bit more, and that lessons keep you busy. We've asked the school to make sure you know what to do to improve and get on to the next level in your learning. For the little ones, we've asked that the outside area is used a bit better to help them to learn.

Finally we've asked the governing body and all the teachers with management responsibilities to check a bit more closely that things are going well. You can help by continuing to try your best and working hard.

Yours sincerely

Ruth McFarlane

Lead inspector

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