

# Roehampton Church of England Primary School

245 Roehampton Lane, London, SW15 4AA

**Inspection dates** 12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The quality of teaching is good and sometimes outstanding. Teachers and teaching assistants know the pupils well which supports their learning effectively.
- Pupils' achievement is good. The headteacher, staff and governors have high expectations of pupils. Pupils make good progress to reach average standards in English and mathematics by the end of Key Stage 2.
- Pupils' behaviour is good. They feel valued and safe throughout the school.
- Children in Reception now benefit from good teaching and well-planned activities and make good progress.
- Leaders, managers and governors are focused effectively on raising standards and improving the school further. Recently they have taken effective steps to improve teaching in Reception.
- The school is a happy and harmonious community which has respect central to its values. Pupils' social, moral, spiritual and cultural development is promoted well.
- Teachers' checks on pupils' learning highlight any underachievement and interventions are made to support those in most need.
- The governing body provides strong leadership and challenges and supports the school well. As a result the school has maintained and built on its strengths since the previous inspection.

### It is not yet an outstanding school because

- The quality of teaching is not yet consistently outstanding and does not promote rapid progress for all pupils.
- Middle leaders who are new to the role have not yet had sufficient time to make an impact.
- Pupils' attainment by the end of Key Stage 1 is not as good as it might be due to the previous weak Reception teacher. .

## Information about this inspection

- Inspectors observed 18 lessons of which six were jointly observed with the headteacher and both assistant headteachers.
- Inspectors looked at a range of evidence including the school’s development plan and self-evaluation, data for tracking pupils’ progress, monitoring reports, pupils’ work in books, policies on child protection and special educational needs, attendance records, minutes of governing body meetings, classroom displays and resources for the Early Years Foundation Stage.
- Meetings were held with groups of pupils, the headteacher and assistant headteachers, subject leaders, the Early Years Foundation Stage leader, the Chair and Vice-Chair of the Governing Body and a representative of the local authority.
- Inspectors listened to Year 2 and Year 6 pupils read.
- Inspectors took into account responses to a recent school survey of parents, a telephone conversation with a parent and an email from a parent. There were very few responses to Parent View, the online parent questionnaire.

## Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Patricia Underwood

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school. It is on two sites which are close to each other.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, pupils entitled to free school meals and those with parents serving in the armed forces, is well above average.
- The proportion who speak English as an additional language is much higher than average.
- Pupils come from a range of different ethnic backgrounds. The largest groups are those with Black African, White British or Pakistani backgrounds.
- Children join the Early Years Foundation Stage part time or part time in the Nursery class and full time in the Reception class.
- There is a breakfast club each day managed by the governing body.
- The number of pupils who join or leave the school at times other than normal is higher than the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of those on school action plus and with a statement of special educational needs is average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has a United Nations Children's Fund Rights Respecting Schools Award and an International School Award.

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

- Improve the quality of teaching from good to outstanding by:
  - sharing the best practice in the school
  - ensuring that all teachers make sure in their verbal feedback and in their marking pupils know exactly what they have to do to improve
- Improve the work of leaders and managers at all levels by ensuring that:
  - middle managers rigorously monitor their areas of responsibility and that they are accountable for the progress pupils make in their subjects
  - senior leaders continue to monitor and offer special support to those pupils who make a slow start in the school..

## Inspection judgements

### The achievement of pupils

is good

- Children enter Nursery with levels of skills and knowledge that are well below those expected for their age. By the end of Reception they have reached average levels, showing that they now make good progress in the Early Years Foundation Stage and that the weaker teaching of previous years has been successfully eradicated by bringing in a new reception teacher
- In 2012, pupils' attainment by the end of Key Stage 1 was below national expectations due to their slow start in Reception. The school quickly put in support for those falling behind and as a result pupils from all groups are making good progress.
- Pupils continue to make good progress in Key Stage 2, and by the end of Year 6 pupils from all ethnic groups reach national expectations in reading, writing and mathematics.
- Current school records and pupils' books show that pupils continue to work at national expectations, including that of the more-able pupils. Good and better teaching, as well as the effective tracking of pupils' progress, has ensured that all groups make good progress.
- Disabled pupils and those with special educational needs did less well than their peers in 2012 at the end of Year 6. However, support is now more rigorous and put in place at an earlier stage and, with the help of skilled teaching assistants; these pupils are making good progress from their starting points. Outside agencies, such as those offering occupational, play and speech therapy, are used to good effect for those pupils who have very specific learning and emotional needs.
- Support is in place to accelerate the language development of pupils who have arrived recently and speak English as an additional language, so that they are able to converse quickly and take part, with appropriate resources, in the majority of lessons. An examination of average point scores at the end of Key Stage 2 shows that gaps between the achievement of those pupils eligible for the pupil premium and others in the school in English and mathematics have narrowed and that pupils in this group perform better than their national counterparts.
- Mathematics and reading were the weakest subjects in 2012 in Key Stage 1. A daily guided reading session, early-morning mathematics sessions and better resources are successfully improving the progress of pupils in both these subjects. In school, pupils read widely and often, and they are also encouraged to read at home. Parent workshops in Key Stage 1 have helped parents understand phonics so that they can help their children at home with their reading, which is helping to improve pupils' reading skills.

### The quality of teaching

is good

- Teaching is good with some outstanding.. Teachers' good subject knowledge and their searching, open-ended questioning encourage pupils' independent learning.
- Teachers and teaching assistants are very enthusiastic and know the pupils well which helps pupils engage with their learning and want to do their best. For example, in one lesson, Year 4 pupils punched the air in excitement when the teacher said they were writing poetry about rainforests. Appropriate photographic resources were used to stimulate pupils' thinking and their sense of fairness was aroused when they realised that the beautiful forest they had been writing about had been cut down.
- Pupils in Nursery and Reception benefit from good teaching and well-planned activities. There is a strong emphasis on developing pupils' language skills and extending their vocabulary. The teaching of phonics (letters and the sounds they make) gives most pupils the confidence to sound out words while reading and is a good grounding for future learning.
- Pupil-progress meetings take place each term where every pupil is discussed with the senior leadership team. Good records exist of each year's performance which include analyses of the progress of all groups of pupils.
- Teachers make sure that pupils know their targets and, in the outstanding lessons, pupils have the opportunity to check if they have met them and to respond to the marking to correct and

improve their work. However, not all teachers do this effectively in all subjects. In some cases, pupils are not aware of what they need to do next and so do not make the progress that they should.

- Pupils talk with confidence about what they are learning and how to improve, both to their peers during lessons and when giving feedback to the teacher using appropriate, subject-specific vocabulary.
- Pupils have some opportunities to write for different audiences and purposes in subjects other than English and to use their number skills outside mathematics lessons.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good overall. Pupils feel valued by all staff throughout the school. Their behaviour is not outstanding because when teaching fails to capture the imagination of some pupils, they lose concentration.
- Pupils reported that they feel safe in the school and the staff take care of them well. The vast majority of the parents who took part in the recent school questionnaire believe so too.
- Pupils know right from wrong and there are good opportunities for their spiritual, moral, social and cultural development. At breaks and lunchtimes, they happily share the play equipment provided. Older pupils, known as peer mentors, help younger children play together and so make lunchtimes more harmonious and active. There are other opportunities for pupils to have responsibilities, both in class and across the school. Pupils may become register monitors, play-equipment monitors and eco warriors. The school council has a strong role within the school organising charitable, fundraising events.
- Pupils know about different types of bullying. They believe that bullying does not take place at the school, and, if it did, the staff would deal with it effectively. If they have concerns, pupils can write in confidence to their worry-box agony aunt, called Arnie.
- During the inspection, local community police came to the school to teach pupils about internet safety. Through a local programme called Junior Citizen, older pupils learn about different types of safety, such as rail, road and electrical safety.
- Attendance is on an upward trend and is now above average. Pupils' punctuality is good.

### **The leadership and management are good**

- Leaders and managers are focused effectively on raising standards and improving the school further. In 2011 the headteacher took effective steps to eradicate problems in Reception. Performance management is in place for all teachers and there are regular updates to make sure teachers are meeting their targets. Staff and governors have high expectations of pupils.
- Middle managers are enthusiastic and take their responsibilities seriously. They have introduced new resources and policies to support pupils' learning. However, their role in checking the quality of teaching in their areas is not fully developed and they are not held to account for progress in their subjects.
- There is a positive behaviour policy and the school is a happy and harmonious community with respect as a central value. Pupils' values are strengthened by the United Nations Children's Fund Rights Respecting Schools Award. They celebrate various festivals including Easter and learn about non-Christian religions such as Islam.
- Senior managers regularly check how well pupils are learning so that they can highlight any underachievement and intervene to support those in most need. Well-focused plans and accurate self-evaluation have helped pupils to improve their achievement.
- The curriculum extends pupils' experience beyond the school and there are strong international links with a schools in Ghana and Spain. During the inspection, as part of a week of activities to support health week, the pupils visited local shops where they learnt about trade and money. Year 5 pupils used non-standard and standardised measurements when learning the parts of the

human skeleton, making a good link between mathematics and science. Pupils have opportunities to attend after-school clubs which include sports, music and performing arts.

- The breakfast club is well attended and supports those parents who have to go to work early.
- Improvements in teaching and learning have been brought about by the coaching and mentoring of staff by senior leaders and good professional development within and outside school. The expertise of staff has been utilised well to improve the core subjects although the best practice in the school is not routinely shared with others.
- The local authority works well with this good school and has provided effective monitoring support. As a result, pupils' attainment in mathematics and reading is improving, and any inequalities that may have arisen between groups of pupils and or individuals have been resolved.

■ **The governance of the school:**

- The governing body provides strong leadership and challenge and supports the school well. Governors set the school's strategic direction, helped by members who have a good understanding of education. They recognise the improvements made since the last inspection and are well informed about the key issues facing the school. Governors have attended training which has helped them form an accurate view of the school's performance; they know which groups are performing well and which need additional support. Governors have overseen the allocation of the pupil premium within the school. They lead the headteacher's performance management and have given him robust targets. The governors hold the headteacher to account for the pay and performance of his staff knowing full well that difficult decisions may have to be made to ensure all pupils benefit from good teaching.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101038
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	402841

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	229
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James McKinney
<b>Headteacher</b>	Richard Woodfin
<b>Date of previous school inspection</b>	18–19 June 2008
<b>Telephone number</b>	020 8788 8650
<b>Fax number</b>	020 8785 4636
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