

Roman Road Primary School

Roman Road, London, E6 3SQ

Inspection dates

31 January – 1 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress from starting points that are often low to reach broadly average standards at the end of Year 6.
- Standards at the end of Key Stage 1 have risen since the last inspection.
- Teachers use a range of effective strategies to ensure pupils understand and can complete tasks, supporting where necessary so that all are able to achieve. This contributes to good progress in lessons.
- Attendance has a high profile, for example through the focus on it in assemblies and the rewards for those whose attendance is high. As a result, it has risen since the previous inspection and is now average.
- Pupils behave exceptionally well and treat each other with courtesy and respect. They show exemplary attitudes to learning and apply themselves well to the tasks they are given.
- Leaders and managers, including the governing body, take every opportunity to ensure that the quality of teaching improves. They encourage talented young teachers to develop a range of skills and offer them development opportunities to enable them to progress in their careers.
- Governors are committed to putting the school at the heart of the community and work closely with families to ensure positive outcomes for pupils. They ask challenging questions about the data the headteacher presents because they are dedicated to striving for excellence.

It is not yet an outstanding school because:

- The proportion of pupils reaching the higher levels in reading is not as high as it is in writing.
- Independent activities during reading lessons do not always extend pupils' reading skills as effectively as they could.

Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, including the teaching of phonics (letter patterns and the sounds they represent) and guided reading. Nearly all the teaching staff were observed, including some staff who teach specialist groups.
- Inspectors attended assembly, listened to pupils read and held meetings with pupils, staff and representatives from the governing body and the local authority.
- Inspectors took account of the six responses to the online survey Parent View.
- Inspectors looked closely at pupils' work in lessons, as well as the work pupils have completed over time in their books.
- Inspectors looked at a range of documents including those relating to safeguarding and child protection, the school's self-evaluation and development planning, data relating to pupils' academic performance, documents on the overview and monitoring of teaching, logs relating to behaviour and attendance figures.

Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Nicholas West

Additional inspector

Maura Docherty

Additional inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly lower than the national average. The proportion supported through school action plus or with a statement of special educational needs is over double the national average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for looked after pupils, those entitled to free school meals and the children of service families, is slightly higher than the national average.
- Pupils come from a wide range of ethnic backgrounds, with Bangladeshi and Black African pupils forming the largest groups.
- The proportion of pupils who speak English as an additional language is nearly four times higher than the national average and many of these pupils are at the early stages of learning English.
- A high number of pupils join and leave the school at other than the usual times.
- The school does not currently use alternative provision for any of its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportions of pupils reaching higher levels of attainment in reading so that they are as high as those in writing by:
 - ensuring teachers apply to the teaching of reading the strategies that have been successful in teaching writing, such as setting precisely targeted learning objectives and outlining clearly the specific skill being developed
 - ensuring all activities set for independent groups during reading lessons are carefully targeted at developing specific reading skills.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills that are generally lower than those expected for their age. Provision is good, with a strong emphasis on creating opportunities for children to hear and rehearse language. Consequently, they make good progress so that an increasing number enter Key Stage 1 reaching age-related expectations.
- Provision for phonics is exemplary. A higher proportion of pupils achieved the expected level in the Year 1 phonics screening check than was the case nationally.
- A high proportion of pupils make expected progress in writing and mathematics across Key Stage 2 ensuring that, even from their low starting points, pupils attain in line with national averages.
- The proportion of pupils attaining higher levels in writing is significantly higher than the national proportion. However, in reading this proportion is not as high.
- Disabled pupils and those who have special educational needs achieve well because the school tracks their progress carefully and puts in place measures to enable them to excel.
- The school is narrowing the gap between the attainment of pupils known to be eligible for the pupil premium and that of other pupils. The average point scores (as measured in national tests) of pupils entitled to the pupil premium are higher than for the same group nationally. Leaders monitor this carefully to ensure that the interventions they provide are having sufficient impact.
- Pupils who speak English as an additional language achieve well because the school places enormous emphasis on the development of speaking and listening skills and teachers make a clear distinction between formal and informal language. Pupils at the early stages of learning English acquire the vocabulary they need quickly. This is because they are given targeted teaching to ensure they learn what they need to succeed in lessons.
- Pupils read well. The good grounding in phonics ensures they are confident in using a range of strategies to tackle unfamiliar words. Teachers use exciting books in class which foster in pupils a love of literature that will stay with them for life.
- Pupils from different ethnic backgrounds, including Bangladeshi and Black African, achieve equally well because the school is committed to ensuring all groups have an equal chance of gaining success. Pupils who join and leave the school at different times also make good progress because they are well supported.

The quality of teaching

is good

- Teaching overall is good, with some that is outstanding. For example, careful planning, excellent organisation and choice of text and supporting resources ensured children in Nursery made outstanding gains in their ability to use words such as 'under' and 'behind' with precision.
- Writing is taught extremely well. Teachers think carefully about the stimulus they use. They often choose books with a moral message which fire pupils' imaginations. Teachers identify carefully the precise skills they wish to teach, and ensure pupils understand what is required of them to succeed in the lesson. As a consequence, the proportion of pupils reaching higher levels in writing in national tests is significantly above average.
- Teachers leading support sessions are equally precise in their approach. This results in them meeting pupils' specific needs exceptionally well. For example, in a specialist reading programme funded by the pupil premium, pupils are making a year's progress in a six week period.
- The teaching of specific reading skills and strategies in lessons is not as effective as in writing. Teachers do not make it clear enough exactly which skills pupils are going to learn or develop in reading activities. This is particularly the case for pupils who are working independently during guided reading sessions.
- Opportunities to develop skills across a range of subjects are increasingly commonplace, such as

writing in role as a Viking or creating charts in science. This contributes to pupils' overall achievement and ensures that they enjoy their work as they are able to make connections across different areas of learning.

- Teachers assess pupils' work carefully and set appropriate targets to help pupils know what to do to improve. Pupils enjoy the challenge of working towards the next level and take an active part in commenting on how well they have understood their work.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are exemplary. They listen carefully in lessons and work independently with a maturity that belies their years. They particularly relish the challenge of work that really stretches them and collaborate exceptionally well when working in groups and pairs.
- Lunchtimes are calm, playtime is happy and pupils are courteous when moving around the school, aware that others may be working. They have a joy and pride in being members of the school community and treat each other, adults and the school environment with respect and consideration.
- Pupils are perfectly aware of the type of language and actions that could constitute bullying, knowing, for example, that you can be bullied because of your skin colour or religion. They are equally emphatic that bullying does not happen in their school because it is a caring community but know that, were it ever to happen, teachers would deal with it swiftly and effectively.
- Pupils feel safe at school because the school helps them to understand what it means to be safe. They can cite a range of dangers, from talking to strangers to not revealing personal details online, as well as taking care when cooking or conducting science experiments. The parents and carers who responded to the online Parent View survey agreed unanimously that the school keeps their children safe.
- The school works well to improve the behaviour of pupils with particular behavioural needs. For example, the learning mentor provides a range of support to boost self-esteem and teach pupils how to manage potentially volatile situations well. This has resulted not only in a reduction of behavioural sanctions being administered, but in increased academic gains for the pupils involved.
- The school works closely with families to highlight the importance of regular attendance which has consequently risen. Pupils are punctual because they are keen to start learning.
- Pupils welcomed the new behaviour system, with its clear reward and consequence letters. The school monitors this carefully and has seen an increase in the amount of praise for positive behaviour. There have been no fixed-term or permanent exclusions for more than three years.

The leadership and management are good

- Senior leaders, including governors, have high expectations of what they want pupils to achieve. Because they understand that starting points are low, they set higher than nationally expected targets for yearly progress in order to ensure pupils are given a chance to catch up with, and sometimes outstrip, their peers.
- Senior leaders provide a comprehensive programme of professional development opportunities which is strongly appreciated by staff. For example, teachers have been watching an outstanding native-speaking French teacher from a local secondary school delivering modern foreign language lessons. This has strengthened their ability and confidence to teach this subject.
- The performance of teachers is managed well, with targets linked specifically to the achievement of identified pupils in their classes. Because teachers are well supported, instances of them not meeting their targets are rare. However, leaders and governors are clear that pay increments will not be awarded to teachers whose performance fails to meet expectations.

- Senior leaders evaluate the school's strengths carefully and development planning is closely linked to any identified gaps in provision. They monitor the quality of teaching closely and provide support to help teachers move their practice on. In this way, they ensure that the quality of teaching has remained good and that more of it is now outstanding.
 - Middle leaders are beginning to ensure that teaching, progress and standards are monitored as vigilantly in other subjects as they are in English and mathematics. They support teachers in making links across areas of learning and in marking work in terms of, for example, its historical or scientific accuracy, as well as the key skills being promoted. This work by middle leaders is very new so opportunities for developing key skills and depth of understanding are still sometimes missed. This limits pupils' ability to exceed expected progress in these subjects.
 - The curriculum provides a good range of opportunities to promote pupils' spiritual, moral, social and cultural development. For example, visits out enhance topic work, and an excellent level of provision for music ensures all pupils have the chance to learn an instrument. By celebrating the similarities between the different cultural and religious backgrounds of the school community, pupils have their horizons broadened and learn to value each other, which fosters positive relationships and ensures harmonious co-existence.
 - The local authority judges the school to be good and offers light-touch support as appropriate.
 - **The governance of the school:**
 - Governors are highly committed to the school and its community. They ensure that all statutory training is up to date and that the school meets safeguarding requirements. They ask challenging questions of the data presented to them by leaders. They monitor the progress of pupils supported by pupil premium funding, and know that interventions result in increased achievement for targeted pupils. They receive regular updates about the quality of teaching and support senior leaders in setting and reviewing targets designed to improve teachers' and pupils' performance. They are committed to dealing decisively with any member of staff who, after carefully tailored support, is unable to meet those targets. Governors keep up to date with requirements by attending regular training.
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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

Unique reference number	102740
Local authority	Newham
Inspection number	402899

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	322
Appropriate authority	The governing body
Chair	Sharon Blackwood
Headteacher	Asif Mahmood
Date of previous school inspection	27–28 March 2008
Telephone number	020 7476 1602
Fax number	020 7511 1836
Email address	info@romanroad.newham.sch.uk

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