

# Inspection of Roman Road Primary School

Roman Road, London E6 3SQ

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Inspection dates: 11 and 12 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are happy and safe at Roman Road. From Nursery, children learn how to behave in an exceptionally calm and orderly manner. Pupils appreciate the support they receive from staff. They know that any concerns they may have will be dealt with swiftly.

Leaders have high expectations of all pupils. The curriculum is broad and ambitious. Pupils produce work of a high quality in different subjects and are typically well prepared for the next stage of their education.

A programme of visits and activities enriches the curriculum. Pupils enjoy watching a range of plays to enrich their learning, including Shakespeare and the annual pantomime. All pupils spend time learning outside. They readily volunteer to feed the school goats and hens on the on-site farm. All pupils have the opportunity to learn to play at least three musical instruments during their time at the school.

Pupils are respectful and tolerant of others. Class assemblies celebrate different faiths, and an 'express yourself' day encourages pupils to embrace who they are. Pupils enjoy helping others. For example, they collect food items and raise funds regularly for nominated charities. The school council has worked with leaders to make changes to the school, including increasing the equipment available outdoors.

## **What does the school do well and what does it need to do better?**

Leaders have designed a broad and ambitious curriculum, including for pupils with special educational needs and/or disabilities (SEND). Leaders have identified the ideas they want pupils to learn from early years onwards. In most subjects, the curriculum is well sequenced to allow pupils to build their knowledge over time. In mathematics, for example, children in early years develop their understanding of numbers, recognising odd and even numbers and how to halve. This foundation helps pupils, over time, to multiply and divide larger numbers and to solve real-life problems with increasing fluency.

Teachers have strong subject knowledge and use this effectively to present ideas. Assessment is used well to check pupils' understanding. This ensures that any misconceptions are swiftly identified and corrected. In some subjects, pupils have multiple opportunities to revisit and embed their learning. In these subjects, including reading, writing and mathematics, pupils develop detailed knowledge and achieve highly. However, in a small number of subjects and in younger classes, prior knowledge is not routinely secured before moving on to more complex ideas. As a result, the highly ambitious learning that takes place in early years is not consistently built on. This also means that in these subjects, pupils are less well prepared to learn and remember more complex concepts.

Reading is prioritised throughout the school, and a love of reading is encouraged. Staff are well trained to deliver the agreed phonics programme. Pupils are given

regular opportunities to practise and revisit the sounds that they need in order to read well. Staff focus on checking pupils' reading. They intervene swiftly when pupils need extra help. Pupils have access to a range of texts that are carefully matched to the sounds that they are learning. Through regular practice, pupils develop their fluency and confidence. Leaders model phonics sessions for parents and carers, who are invited to 'snuggle with a book' sessions.

Leaders ensure that pupils with SEND are identified and well supported. A culture of high expectations from well-trained staff gives these pupils personalised support, for example by breaking new knowledge down into smaller chunks. This helps pupils with SEND to access the same broad and ambitious curriculum as their peers.

Staff have very high expectations of pupils' behaviour. Pupils and staff have a strong understanding of the systems in place to enable pupils to behave well. As a result, learning takes place without interruption. High expectations start from early years, where children learn to focus on their learning and collaborate well in small groups. Leaders use effective strategies for those pupils who may need extra support to behave well or to improve their attendance.

Provision made to support pupils' broader development is exceptional. The personal, social, health and economic education curriculum is carefully designed and sequenced. This helps pupils to develop a deep understanding of the importance of being physically and mentally healthy.

Most staff enjoy working at this school. They appreciate the training they receive to develop professionally. However, there are mixed views about how well workload is considered. Many staff would value further opportunities for their views to be heard. A knowledgeable governing body works closely with parents and provides challenge and support to school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have built a strong culture of safeguarding across the school. Pupils know whom to talk to if they have any worries about themselves or their peers. Staff receive regular training and know how to share any concerns with the safeguarding team. Detailed records show that leaders respond quickly to any such concerns, including working closely with external agencies when required. As a result, pupils and families receive the help they need.

Pupils learn about safety, for example the importance of healthy relationships and how to stay safe when online.

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

### (Information for the school and appropriate authority)

- In a few foundation subjects, teachers do not revisit and build on what pupils have learned previously. As a result, pupils do not fully secure the important knowledge they need. Leaders should ensure that teachers provide sufficient opportunities for pupils to revisit and deepen their learning so that they are better placed to tackle more complex ideas in these subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102740
<b>Local authority</b>	Newham
<b>Inspection number</b>	10268728
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sharon Blackwood
<b>Headteacher</b>	Asif Mahmood
<b>Website</b>	<a href="http://www.romanroad.newham.sch.uk">www.romanroad.newham.sch.uk</a>
<b>Date of previous inspection</b>	6 December 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not currently use any alternative provision for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher and other senior leaders. The inspectors met with members of the governing body and a representative from the local authority.
- The inspectors carried out deep dives in reading, mathematics, geography, and design and technology. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, and spoke with pupils and looked at samples of their work.

- The curriculum in other subjects was considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- To evaluate safeguarding, the inspectors checked procedures for recruiting new members of staff. They also met with leaders to discuss how they put safeguarding policies into practice.
- The views of staff, pupils, and parents and carers were gathered through both discussions and responses to Ofsted's online surveys. There were no responses from pupils to the online survey.

### **Inspection team**

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