

# Inspection of Roxeth Primary School

Brickfields, Byron Hill Road, Harrow, Middlesex HA2 0JA

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils are happy, confident and resilient at this school. The school provides a wide range of enrichment activities and trips so that pupils gain valuable life experiences. Pupils attend a range of clubs and they benefit from the close relationship the school has with local secondary schools. The school does much to promote diversity and respect, and pupils may take on a range of leadership roles to contribute to the school community.

Pupils are safe at school and attend well. Conduct around the school is calm and respectful. Pupils are polite and courteous, and there is little disruption in class. Children in the early years quickly develop good social skills and show kindness to one another.

The school has high expectations for the achievement of all pupils, including those with special educational needs/and or disabilities (SEND). Pupils study a broad and enriched education. They enjoy their learning and make good progress.

The school works well with families. Parents and carers speak favourably of the school. Leaders at all levels are forward-looking and carefully consider what is best for the pupils in their care.

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

Pupils study an ambitious curriculum. Teachers have secure subject knowledge and present information clearly. Wherever possible, trips and enriching activities help make learning memorable. For example, pupils recalled the Roman mosaics in St Albans when explaining life in Roman Britain. Teachers often model and explain new ideas very clearly. For example, pupils are shown how to pass a rugby ball effectively in their physical education (PE) lessons and how to apply their knowledge of shape and texture in observational drawings for art.

Most of the time, pupils use ambitious vocabulary and teachers consolidate learning before moving on to new content. In mathematics, pupils can use mathematical terminology accurately and apply challenging methods and reasoning to their calculations. However, in some subjects teaching moves on too quickly before key knowledge has been understood and some resources do not support that learning effectively.

The school identifies the needs of pupils with SEND accurately and with precision. The majority of pupils with SEND are well supported to learn the curriculum alongside their peers. Teachers are provided with thorough information about these needs and mostly make adaptations successfully where required. However, some of the support materials provided to help pupils in their learning are not effective and do not aid pupils' understanding. Leaders are reviewing the quality of these resources.

Reception classes are well resourced and offer a range of interactive activities. Staff establish routines quickly and provide a smooth transition into the Reception Year. However, the school has not fully developed the curriculum to ensure that children make strong progress. At times, staff do not facilitate activities sufficiently well to help children

learn to a high standard. Interactions with staff and resources are variable in quality. Some staff promote key vocabulary and enthuse children to learn, while others do not draw out the full learning opportunities available.

The school promotes a love of reading and pupils become fluent readers quickly. The phonics programme is set out logically to build knowledge gradually and securely. Staff deliver the programme well and are skilled in helping pupils to read. Pupils practise reading with books that match the sounds taught in class. Teachers regularly check what pupils know. Pupils who need support with their reading are given extra help quickly to develop their fluency. Teaching builds a culture of reading using role play, dedicated reading time and texts chosen that are both ambitious and enjoyed by the pupils.

Children in the early years learn and play with each other cooperatively. Older pupils are polite and confident. They are motivated to learn in class. Leaders are working to ensure that minor incidents that occur outside of lessons are recorded with equal rigour. They are implementing a new system to help them analyse behaviour in further depth. The school works closely with parents to ensure pupils attend regularly and parents feel that the school communicates with them well.

Provision for pupils' personal development is excellent. The school takes pupils to different places of worship and carefully considered trips, including London excursions. These outings build pupils' understanding of the world around them. The school fully uses its links with local secondary schools so that pupils take part in a wide variety of sports clubs and Shakespeare workshops and performances, and regularly hear from different speakers. These experiences help pupils to think more critically and make deeper connections in their learning. The school celebrates a different value each month and pupils take on various roles and responsibilities, including as 'rights rangers', eco-warriors, librarians and sports captains. They are very well prepared for life in modern day Britain and learn how to stay healthy and keep themselves safe, including online. Personal, social, health and economic education is organised thoughtfully. Equality and diversity are celebrated throughout the school and pupils learn about a range of different cultures beginning in Reception.

Staff feel valued and that their well-being is a priority of leaders. Governors and leaders are knowledgeable and take their duty of care very seriously. They are committed to further improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, pupils have not fully understood key concepts and knowledge before new content is introduced. At times, resources in these subjects do not aid learning

and vocabulary is too difficult to be accessible to all the pupils. As a result, some pupils are not making strong progress across the curriculum or making links across their learning. Leaders should review and adapt how the curriculum is taught in these subjects so that all pupils can achieve well.

- In the early years, activities set do not consistently draw out the intended learning of the curriculum. Therefore, some children are not making the progress of which they are capable. Leaders should consider carefully what the core intended learning is and communicate this clearly to all staff so that activities are meaningful, and children have suitable resources to aid their learning.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102185
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10345788
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	412
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Graham Dunbar
<b>Headteacher</b>	Steven Deanus
<b>Website</b>	<a href="http://www.roxethschoolharrow.org">www.roxethschoolharrow.org</a>
<b>Date of previous inspection</b>	10 July 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school provides a breakfast and after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, governors, a representative from the local authority, and some teachers and support staff.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and PE. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. Other subjects were also considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders’ evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspectors took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted’s surveys.
- Inspectors checked the school’s policies and records, including those related to behaviour and pupils’ wider development.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils’ behaviour across the school, including as they arrived and left school.

## **Inspection team**

Sarah Saunders, lead inspector	His Majesty’s Inspector
Nicholas Cornell	Ofsted Inspector
Laurie O’Brien	Ofsted Inspector

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