

Roydon Primary School Profile

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Roydon Primary School

Epping Road

Roydon, Essex, CM19 5HN

Telephone: 01279 793152

<http://www.roydonschool.co.uk>

Children's Service Authority:	Essex
Age range:	4-11
Number of pupils:	196
Head teacher:	Mrs. Marilyn Opara
Chair of governors:	Mrs. Jenny Versey

What have been our successes this year?

We are very proud of our school community & everything we are achieving together. Our school is a friendly, welcoming place which provides a good education and a caring environment for children.

Roydon school has been at the heart of the village since 1876, but we are moving with the times. Last year £780,000 was invested to provide two new classrooms, a resource room, a new ICT suite, interactive white boards in all classrooms, an outdoor sound garden, a woodland play area. We also refurbished our swimming pool.

We are proud of gaining Activemark status for the 5th consecutive year, recognising the high quality opportunities for children to participate in inter-school competitive sport. Our pupils take part in an unusually wide variety of competitive sports for a school of our size, including cross-country running, football for boys & girls, netball, swimming, athletics, tag rugby, rounders, dodgeball, and multi-skills sports.

Our specialist music teacher Mrs Pip Vigo has been working hard to revolutionise the way music is being used to enhance learning across the curriculum, and this year the results have delighted everyone. We are delighted that 35% of our children learn to play an instrument through the school.

What are we trying to improve?

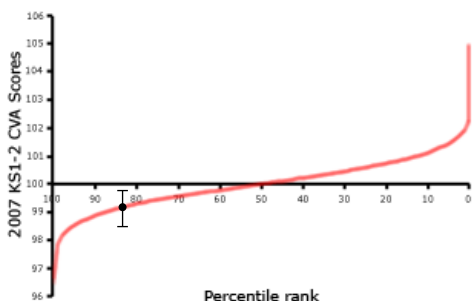
OFSTED told us that we should improve opportunities for our more able pupils to achieve their full potential. We have worked very hard to ensure that we are providing these children with the right level of challenge:

- In maths, we have introduced setting so that the more able children in year 5 are taught with year 6.
- Our headteacher Mrs Opara leads a Friday writing club for the school's most talented writers. Work by the group has been published in a young writers poetry anthology.
- A new Governors Award scheme has been introduced to celebrate high achievement in each area of learning.

OFSTED also asked us to improve the standards of presentation of children's work. We think this is important because well presented work does justice to what children know. Teachers have agreed and implemented strategies to ensure we address this area.

As a school we have identified French teaching as an area we want to improve. From 2009, all primary schools will be required to offer teaching in a modern foreign language. To get ready for this we have trained staff to be confident to implement fully the new French scheme of work in all classes.

How much progress do pupils make between age 7 and 11?



- Our school I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

To measure progress under the National Curriculum, children are divided into age groups called Key Stages (KS). KS1 covers ages 5-7 (Years 1-2) and KS2 covers ages 7-11 (Years 3-6). At the end of each Key Stage, children are assessed formally in Standard Attainment Tests (SATs). The results for each school are reported nationally, and form the basis of the 'school league tables'. Attainment levels for all subjects range between 1 and 5, with level 4 being the expected level at Year 6 and Level 5 being the highest.

The **2007 KS1 SATs** showed:

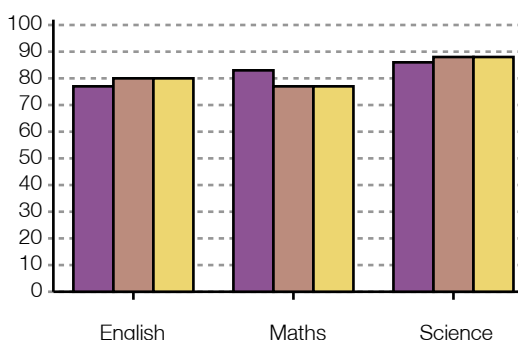
	% achieving Level 2	% achieving Level 3
Reading	95	35
Writing	95	35
Maths	100	48

The **2007 KS2 SATs** showed:

	% achieving Level 5	National average
English	35	33
Maths	38	33
Science	40	46

By looking at children's achievement at Key Stage 1, a prediction is made about what their achievement should be four years later at Key Stage 2. Our results show that the majority of our children are making the progress we would expect them to. The results help us identify ways to improve teaching & learning. The SATs measure only certain aspects of a child's learning experience. We value and celebrate the progress made by *all* our children, whatever their skills and abilities.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school ■ Local schools (Local Authority) ■ All schools

KS2 SAT results for this class group of 35 children were as follows:

- 77% Level 4 or above in English (National 80%)
- 85% Level 4 or above in Maths (National 77%)
- 86% Level 4 or above in Science (National 88%)

The majority of pupils made 2 full levels of progress from their KS1 results, as we would expect. During the last year we have focused particularly on raising standards in maths and as the chart shows, our results compared favourably with other schools in this subject. In Writing and Science, this class group has achieved slightly lower results than other schools. This was partly due to pupil absences. We have reviewed our approach to teaching these subjects and, building on our success in improving performance in Maths, we are confident we will see a similar improvement in Writing and Science next year.

How have our results changed over time?

The school has been improving steadily since Mrs Opara took over as headteacher in 2004. Attainment in our school is now usually above county and national averages. However, results fluctuate from year to year depending on the starting point at which pupils join us. As a small school each child represents a high percentage of our cohort results.

Overall the trend shows a recent improvement in standards at KS2 in most subjects except in writing. We have put a strong focus on improving children's writing this year to address this. Teachers now assess each child's writing skills every week, and set specific goals for the week ahead (for example, starting to use more complex sentences within their written work, or using more detailed grammar and punctuation).

Our current assessments show that the 2007-08 Year 6 results are predicted to be higher, particularly at level 5. Our Key stage one results have been consistently high for the last 4 years, demonstrating the success of our strategies to raise achievement. Our Foundation stage assessments show that children have made excellent progress, particularly where they have spent two or more terms in the Reception class.

How are we making sure that every child gets teaching to meet their individual needs?

"All pupils appear to be treated equally and are made to feel involved" (Parent response to Governors' survey 2008)

We work hard to make our school somewhere that all children can be healthy and safe, and where they can enjoy learning and achieve their full potential. Our school is small enough for every child to be known as an individual, and large enough to be able to provide individual support where it's needed.

Our teachers use up to date, innovative approaches in line with the latest educational techniques to make sure that children's different learning styles are taken into account. Some children learn best by doing, others by watching and listening, and some need to experience things hands on. Lessons are planned so that all children feel involved and are able to make progress.

Our school successfully includes some children with physical disabilities. We co-ordinate packages of support from a range of agencies and specialists to make sure they and other children with special educational needs can take a full part in learning and school life.

We explain elsewhere in this report how we are meeting the needs of our most able children through our Gifted and Talented programme.

How are we working with parents and the community?

We try to take care of our village and appreciate our natural surroundings. Children have undertaken projects with Roydon Countrycare this year, planting trees, bulbs and hedges in the village. A sculpture by our Year 5 class won a competition as part of the Waltham Abbey Museum's Fifty Favourite Trees exhibition.

School assemblies are often joined by parents, and guest speakers such as people from faith groups, community policing, road and river safety.

There are lots of opportunities for informal communication between parents and staff. Mrs Opara welcomes children at the gates every morning and is there to talk to parents at the end of the day. Parents are kept informed about progress with annual reports and termly parents meetings. We conduct regular surveys of parents views of the school.

We share school news through the weekly school newsletter, Parish News magazine, and local press. This year we have relaunched our school website www.roydonschool.co.uk with a virtual learning environment with extra resources for parents and pupils. FORSA (Friends of Roydon School Association) have raised more than £6,000 for the school, and organise our successful school fairs and social events.

What have pupils told us about the school, and what have we done as a result?

Weekly family group meetings provide a forum to gather pupils views and suggestions on a variety of issues including school meals, golden time options, school clubs, playground behaviour and playtime improvements, global issues, and protecting school grounds. The feedback from these meetings is then used to inform decisions about these issues. As a result we have removed some of the less popular dishes from school menus, and bought new skipping ropes, balls and table top games for playtime. We also have an active school council who are regularly consulted on school issues. Together these forums meant pupils contributed directly to the new code of conduct which is now displayed in the school.

We ask pupils for their views about our school every year through a survey. This year they said:

	Yes/Mostly yes
<i>Is there an adult you would go to if you were worried at school?</i>	90%
<i>Do teachers listen to your ideas?</i>	85%
<i>Are you trusted to do things on your own?</i>	75%

Children also said that they like the school environment and the rewards and certificates for good behaviour.

Full results of the survey are published on our website www.roydonschool.co.uk

How do we make sure our pupils are healthy, safe and well-supported?

"Pupils feel happy and safe, totally confident that all adults care for them. Their behaviour is excellent and they are very keen to learn." (OFSTED 2005)

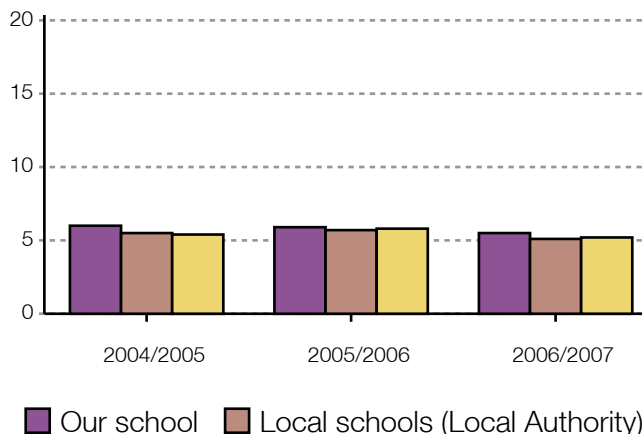
"I feel at ease when I leave my child each day" (Parent response to Governor survey 2008)

We have successfully renewed our Healthy School status for a further three years. We are particularly proud of our achievements in promoting emotional wellbeing, as children must feel safe and calm before they are able to learn. Our approach to promoting emotional well being is used as a model by other schools, and teaching professionals have visited us to learn from us. Mrs Collard fulfils an important role in co-ordinating our pastoral support, and also leads social skills groups. Her role has also been observed by teaching assistants from other schools.

Visitors to the school have frequently commended our pupils on their excellent behaviour. Our teaching staff effectively model the behaviour we expect from children, speaking respectfully to each other, valuing contributions and building self esteem.

We have continued to make sure our school is a safe place. CCTV was installed this year, and we have introduced a new internet safety policy for use in and out of school.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

The school achieved 94.5% attendance for 2006-7. The 5.5% rate of non-attendance breaks down into 5.15% authorised and 0.35% unauthorised absence.

The attendance target for 2006/7 was 94.85% which was very nearly achieved. Our attendance rates are gradually improving year by year.

Overall Roydon children attend regularly and punctually. Feedback from the pupil survey revealed that children like coming to this school and enjoy the learning because teachers make it interesting and fun.

Individuals and classes receive awards for good attendance and this is celebrated every week in our Achievement Assembly.

Most absence is due to illness. We strongly discourage holidays being taken in term time, as this has a negative impact on children's progress and is disruptive to everyone. There were considerably less children absent from school for term time holidays than in previous years. We always require parents to provide a letter explaining the reason for absence.

Staff attendance is very good. 7/10 teaching staff had no days absence for ill health during the year.

Overall staff absence for teaching, support, cleaning and admin staff in 2006/7 was 3.5 %

What activities and options are available to pupils?

"Having a child who enjoys sport, the chance to participate in sport is a big incentive to do school work" (Parent response to Governor's survey 2008)

We believe it is important to offer children opportunities to succeed in a wide range of disciplines and pursuits. In addition to the competitive sports already described, teaching staff and outside specialists offer an exceptional variety of after school clubs.

This year we have benefited from educational funding to build a stock of brand new musical instruments for free loan to pupils (flutes, trombones, violins, saxophones, trumpets, clarinets, drums and recorders). We are currently providing peripatetic musical tuition to more than 1 in 3 pupils.

School trips this year have included day visits to the British Museum, Victoria and Albert Museum, and Tilbury power station wildlife sanctuary. Residential visits included a World War 2 role play in Norfolk and a study of coastal regions for Years 5&6, and a visit to Lee Valley YHA for Year 2 which included pond dipping, farm visits and river walking. Our aim is to encourage independence and the achievement of personal and team goals.

Children continue to enjoy our playing field and refurbished swimming pool.

What do our pupils do after leaving this school?

Pupils transfer to a variety of secondary schools in Hertfordshire and Essex. Last year's destinations included Burnt Mill, Sheredes, John Warner, St. Marks, Stewards, Passmores, Mark Hall, Stansted Mountfitchet as well as Bishops Stortford College. We have also had children in previous years going on to Presdales, Bishops Stortford High School and Broxbourne school.

Pupils visit the secondary schools they are considering transferring to in years 5 and 6, to help them make a choice. Some offer special taster days. Once a place has been offered, Year 7 teachers or heads of year from the new schools meet with children before transition. This year pupils also completed an ICT project about themselves which was sent on to their secondary school to support smooth transition. We have received commendation from the receiving schools on the high quality of our children's power point presentations.

Gifted and talented children are identified and opportunities exist for them to attend workshops at secondary schools, building relationships. A summer school for pupils is organised by Burnt Mill school.

Ofsted's view of our school

Roydon is a rapidly improving school which provides a satisfactory education for its pupils. Parents and pupils hold the school in high regard. The school has many strengths. All pupils are valued as individuals and looked after very well. Consequently, pupils feel happy and safe, totally confident that all adults care for them. Their behaviour is excellent and they are very keen to learn. Teaching and learning are satisfactory overall. Many good ideas help pupils develop into responsible and confident young people who demonstrate a mature consideration and respect for others.

Provision for the Reception class is outstanding and current standards are very high. Teaching in Reception is outstanding and based securely on an exceptional understanding of how young children learn and how to encourage their independence. From its precise understanding of how well pupils do, the school has correctly identified that summer born children would profit from starting school a term earlier.

The school views itself as good. Inspectors agree with most of the school's views of itself but pupils' achievement needs to be better, especially that of the more able, to warrant the judgement of 'good'. Several changes of leadership in a relatively short time span have taken their toll on standards and pupils' progress. Standards have declined in the past three years and pupils have not been making as much progress as they should. The presentation of pupils' work is poor. The present headteacher is providing strong leadership which has already halted the decline in standards and ensured pupils are now making at least satisfactory progress. Good teaching for older pupils is helping them catch up with work they have missed in previous years.

The headteacher's good understanding of what needs to be done to continue to raise standards demonstrates the school's capacity to address its weaknesses. There are now very good systems in place to make sure teachers check on their pupils' progress regularly and that a lack of progress is noted and something done about it. The deputy headteacher and senior teachers provide satisfactory leadership. However, they have yet to develop their roles in order to fully support the headteacher in moving the school forward. The school provides satisfactory value for money.

Date of last inspection: 15-Dec-2005

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Roydon Primary School](#)

What have we done in response to Ofsted?

"A key strength is the headteacher and her leadership and management of the school" (Parent response to Governor survey 2008)

We have been addressing three challenges presented to us by OFSTED's last inspection, which took place in December 2005. Many improvements have been introduced and embedded since then.

Most importantly, the school has now enjoyed 4 years of steady and capable leadership under the headteacher Mrs Opara. We are now seeing the results of this, not just in terms of a proactive senior leadership team who are fulfilling their roles with enthusiasm, but also in improved attainment by children. A new literacy subject leader has been appointed this year to drive further improvement.

Our progress in making better provision for Gifted and Talented children, and improving standards of presentation, is described fully elsewhere in this report.

OFSTED noted we had identified that bringing summer born children into school a term earlier would be beneficial. We have now carried out a consultation with future parents and the local pre-school provider, and our request to the LEA was successful. Summer born children now join us full time in January allowing them two terms in the Foundation stage.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01279 793152

Our website <http://www.roydonschool.co.uk>
