

# Inspection of Roding Primary School

Roding Lane North, Woodford Bridge, Woodford Green, Essex IG8 8NP

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Inspection dates:	26 and 27 November 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	Not previously inspected under section 5 of the Education Act 2005

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

Pupils flourish in this welcoming and inclusive school that fosters friendship. It equips deaf and hearing pupils with the skills to become fluent British Sign Language (BSL) communicators. This shared language develops understanding between pupils. Older pupils in particular value the communication skills they acquire.

The school sets high standards for pupils to learn well and succeed. Its actions demonstrate the school's vision of 'Free to Achieve'. The high quality of support that pupils with special educational needs and/or disabilities (SEND) receive gives them the best chance to learn well. All pupils achieve well.

Pupils behave considerately and respect each other's differences. They are happy to help their peers succeed in all aspects of school life. Pupils are confident that staff will help them swiftly should they have any concerns.

Pupils are encouraged to develop new talents and interests. The school gives pupils the support they need to attend clubs, from cheerleading and choir to magic maths. Pupils carry out many varied leadership responsibilities, such as being charity champions, play leaders or part of the democratically elected school council. Pupils are responsible citizens. They take pride as 'Guardians of the Green' and make their locality a better place.

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

The school has designed a well-planned curriculum. It has also made sure that teachers' subject knowledge is strong. Typically, teachers explain things clearly and assess pupils' understanding regularly. Pupils talk confidently about what they know and understand. For example, older pupils talk eagerly about their learning in programming. They explain knowledgably how they use codes to manoeuvre toys in several directions, adding sound and different backgrounds. The school has also provided staff with information about the subject-specific vocabulary that pupils should know. However, some subject leaders more recently appointed to their roles than others have not had time to provide support to staff to help them deliver these subjects as effectively. Sometimes, teachers do not make sure that pupils learn and master correct letter formation and the spelling of subject-specific vocabulary. As a result, pupils do not learn as well as they could across all subjects.

Pupils benefit from a broad and ambitious curriculum. However, the school has prioritised teaching BSL, and pupils' only experience of learning a foreign language is through the Spanish club. This means that the school has not made sure that pupils learn a foreign language within curriculum time. It is addressing this.

The school places great emphasis on teaching pupils to read. Staff are well trained and provide pupils with effective support to help them become avid readers. Reading books are well matched to the sounds pupils know. As a result, pupils read fluently by the end of Year 1. Those who need extra help with phonics are well supported and catch up quickly. Pupils with SEND, including those who are in the specially resourced provision,

learn to read confidently. They approach their reading activities and experiences enthusiastically.

In the early years, children sustain concentration through a wide range of well-planned resources and engaging activities, including those that develop their fine motor skills. Children enjoy the number songs and rhymes they learn. Right from the start of early years, teachers quickly identify children with SEND. Staff provide suitable equipment and set clear expectations for pupils about how to complete their work. Pupils use various resources, including technology, to help them build their knowledge effectively. Consequently, pupils with SEND learn and achieve well.

Teachers manage pupils' behaviour consistently. Sometimes, some pupils take longer than others to focus on their learning. A minority find managing their emotions and behaviour difficult. When this happens, the school is quick to act and provide the right support. The school addresses behaviour issues effectively.

The school emphasises the importance of regular attendance. It takes appropriate and timely action to make sure that, where necessary, pupils' attendance continues to increase.

Pupils reflect regularly on the school's values, such as when learning about Rosa Parks and the fight for human rights. The well-attended yearly International Day allows pupils to share food and traditions and encourages respect for the diversity of the community. During Deaf Awareness Week, a range of inspiring deaf role models come into school. The school organises many activities, such as educational visits and guest speakers, which enrich and bring pupils' learning to life.

The governing body is knowledgeable. It holds the school to account for the quality of education and knows well what needs to improve further. Staff are happy and proud to work here. They appreciate the efforts the school makes to reduce their workload and promote their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The checks that teachers make on pupils' written work in some subjects do not address correct letter formation and the spelling of important subject-specific vocabulary routinely well. As a result, pupils do not learn as well as they could. The school should make sure that subject leaders equip teachers to address any weaknesses in pupils' work quickly so that pupils demonstrate and use their knowledge of the curriculum confidently.

- The school has prioritised BSL and does not provide the opportunity for pupils to study a foreign language in the timetabled curriculum. This means that pupils are not well equipped for their learning in secondary school. The school should review the curriculum subjects on offer and ensure that it teaches all aspects of the foreign languages curriculum so that pupils are fully prepared for the next stage of their education.

## 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>	102830
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10345845
<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>	434
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dawn Hallybone
<b>Headteacher</b>	Melissa Nwankiti
<b>Website</b>	<a href="http://www.rodingtonprimary.co.uk">www.rodingtonprimary.co.uk</a>
<b>Date of previous inspection</b>	5 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The headteacher became co-headteacher in September 2022 and took up the full-time position as headteacher in June 2024.
- The school does not use any alternative provision.
- The school has specialist provision for up to 35 deaf children.
- The school runs a breakfast 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 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 held discussions with the headteacher and leaders, including the special educational needs and disabilities coordinator and the manager of the Deaf Provision. They also spoke with staff and pupils.
- The lead inspector met with members of the governing body, including the chair of governors. She also held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, computing, and design and technology. To do this, they met with subject leaders, looked at curriculum plans, had discussions with staff and pupils, visited lessons, listened to pupils read and look at pupils’ work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils’ behaviour in a range of situations, including in corridors, in lessons and at playtimes.
- Inspectors analysed documents, including the school’s self-evaluation and school improvement priorities. They scrutinised a range of policies and procedures, including those relating to safeguarding, SEND, behaviour and attendance.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted’s online surveys.
- 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.

## **Inspection team**

Rebekah Iiyambo, lead inspector	Ofsted Inspector
Sarah Lack	Ofsted Inspector
Alison Martin	Ofsted Inspector

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