

Inspection of a school judged good for overall effectiveness before September 2024: Roxbourne Primary School

Torbay Road, Harrow HA2 9QF

Inspection dates:

24 and 25 June 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils receive an exceptional education at Roxbourne Primary School. They are happy, thriving, articulate young people who enjoy the challenges of learning and leading their peers. There is a focus on cultural development, understanding the world around us and pupil leadership. This begins in early years and continues across the school, valued and championed by all and seen throughout the school day.

Pupils feel safe and well cared for. If they do have a worry, they know who they can talk to or that they can make use of the 'worry boxes' positioned around the school. Parents, carers and pupils value the focus the school places on personal development. This provides pupils with a wealth of opportunities, including in sports and the arts. With every opportunity, staff think carefully about what skills pupils will need and support them in developing those skills. This means that there is an extensive take-up of these additional opportunities.

Staff expect pupils, including those with special educational needs and/or disabilities (SEND), to do well. Pupils enjoy learning and try hard in lessons. There is a culture of academic excellence, in which pupils achieve highly and are subsequently well prepared for life at secondary school and beyond.

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

The school has built an ambitious curriculum that develops pupils' skills alongside their knowledge. The school has focused on ensuring that carefully chosen resources help to bring the curriculum and individual lessons to life for the pupils. This begins in early years where the curriculum develops from children's starting points and builds a secure

foundation in each area of learning. As a result, pupils are well placed, over time, to tackle increasingly complex concepts confidently. For example, children in early years learn about habitats in different places around the world. Older pupils draw on this knowledge when learning about the rainforests and where they are located.

There is a sharp focus on ongoing professional development for staff. As a result, teachers' subject expertise is excellent. Staff have a shared understanding of how pupils learn. They explain ideas with clarity and precision. The school swiftly identifies the needs of pupils with SEND. Pupils who need it get additional and frequent support from their teacher and other expert staff. This fosters independence and allows pupils with SEND to access the same curriculum as their peers, wherever this is possible. Teaching is used effectively to identify and address any misconceptions before learning moves on. This helps pupils to develop secure subject knowledge and skills as well as achieve highly, including in national assessments.

Pupils learn phonics quickly. This is because staff have the expertise to implement the school's chosen programme well. The school checks how pupils are faring as they learn to read. It provides additional help in lessons or in intervention sessions for pupils who struggle, so they catch up quickly. Staff pay careful attention to the books pupils read and match these closely to pupils' reading skills. Pupils develop into fluent readers with a broad and rich vocabulary. This allows them to access complex texts and reading tasks across the curriculum.

Leaders are highly reflective and focus on continued improvement. Since the previous inspection, they have worked to develop the school's curriculum and personal development offer. As a result, the curriculum is well designed, ambitious and often extends beyond what is expected nationally. The school has a wide-ranging and well-developed offer to promote pupils' wider development. The school's personal development offer is exceptional.

Pupils have a strong understanding of fundamental British values. For example, they learn about the importance of respecting and valuing different faiths and cultures. There is an extensive array of clubs available, and these add to the pupils' rich experience in school. The school offers many visits. These are carefully selected to link closely to the curriculum or to develop pupils' skills. Pupils value these opportunities that aid their learning. There is a focus on inclusion, and all pupils benefit from the experience of clubs and visits. For example, pupils from Year 3 onwards learn to play the violin and take part in the school orchestra. Pupil leadership is a strength of the school. Pupils thrive on the leadership roles they undertake and explain that they love improving the school or sharing their own passions.

The school has forged strong and positive partnerships with parents who are enthusiastic in their praise of the school. Leaders, including those responsible for governance, are rightly proud of the school's many strengths. Even so, they are not complacent and are focused on their ambition and determination to continue to improve. Leaders have very high standards and hold the school to account for these. They have created an environment where members of staff are happy and well supported in their work.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2016.

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

Unique reference number	102213
Local authority	Harrow
Inspection number	10379106
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair	Lisa Michael
Headteacher	Rashid Benserghin
Website	www.roxbourneprimaryschool.co.uk
Dates of previous inspection	11 and 12 February 2020

Information about this school

- The school does not currently make use of any alternative providers.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteachers, other leaders and staff.
- Discussions were held with the chair of governors, other representatives from the governing body and with a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector reviewed a range of documentation during the inspection, including school development plans and behaviour and attendance records.
- The inspector gathered the views of pupils, parents and staff through discussions and by considering their responses to Ofsted's online surveys.

Inspection team

Amy Jackson, lead inspector

Ofsted Inspector

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