

Roe Green Junior School

Inspection report

Unique Reference Number	101511
Local Authority	Brent
Inspection number	376580
Inspection dates	8–9 November 2011
Reporting inspector	Jacqueline Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Susan Khoudari
Headteacher	Melissa Loosemore
Date of previous school inspection	25–26 November 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 22 lessons, seeing 19 teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. They observed the school's work and looked at the school's documentation, including policies relating to safeguarding, data on pupils' progress, attendance figures and the school's improvement planning. They scrutinised pupils' work and evaluated 240 questionnaire responses received from parents and carers, 347 from pupils and 5 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the school's strategies for improving the learning and progress for all pupils and groups of pupils including those from different ethnic backgrounds and those eligible for free school meals.
- The extent to which the school's actions to improve attendance have been successful.
- The use leaders and staff make of assessment information to support and challenge pupils' learning and set high expectations, especially for those with special educational needs and/or disabilities.
- The effectiveness of all leaders, including the governing body, in checking, reviewing and taking actions to raise standards and improve the quality of provision.

Information about the school

This is a larger-than-average-sized primary school. The pupils come from predominantly Indian and Black African families as well as from White British and a range of other minority ethnic heritages. More than three quarters of the children speak English as an additional language and of these only a very small minority join with little or no English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is average. Since the previous inspection there have been many changes to staff, including the senior leadership team, as well as a third of the governing body recently new to the role.

The school has achieved the Sportsmark, Activemark and Healthy School awards and become a Green Flag Status eco-school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Since its previous inspection it has successfully maintained standards whilst improving many aspects of its provision. Good levels of pastoral care, guidance and support ensure pupils feel safe, well cared for and thrive in their personal development. They show considerable support for one another, regardless of age, gender or ethnicity. They talk with enthusiasm about their school and have positive attitudes towards their learning. Their understanding of how to lead a healthy lifestyle is outstanding. This is demonstrated in the choices pupils make when eating snacks and lunch, their particularly keen take-up of extra-curricular clubs and considerable knowledge of the benefits of healthy living. The school's notable work in this aspect of pupils' personal development is reflected in its Sportsmark, Activemark and Healthy School awards.

The school has effectively focused on improving teaching and learning for the pupils during a period of staff changes and new appointments. Senior leaders have a clear awareness of the school's performance and what it needs to do to bring about improvement. For example, there is a shared and heightened commitment to raising achievement, which has come about because the school has focused successfully on using information from its checks on pupils' progress to set high expectations for school and pupil targets. Leaders are increasingly effective in collecting and analysing data and checking the impact of provision in their own subjects, year groups and classes. They have yet to play their full part in ensuring all policies and procedures are regularly reviewed, updated and consistently followed. The governing body has plans to strengthen its role and focus on checking the school's effectiveness more rigorously at governance level. Nevertheless, the overall good self-evaluation, combined with the fall in the number of pupils' absences, shows the school's good capacity for sustained improvement. Good relationships with parents and carers support pupils' learning well.

Pupils achieve well because teaching is good and enables them to make swift progress in lively and interesting lessons. In this caring school, all staff know pupils' abilities well because teachers regularly check on how well pupils are doing and are open in sharing this information with them and their parents and carers. Although there is some variability between different classes, all groups of pupils, including those from different ethnic backgrounds, make good and sometimes better progress from their starting points. This is because of the considerable skill with which the school adapts and targets the well-focused support it gives pupils of different abilities, such as those with special educational needs and/or disabilities.

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Nevertheless there is room for pupils to attain more highly and make even quicker progress. Across the school, day-to-day assessment, including marking, is good. However, in some classes it is not used well enough and not all pupils are regularly reminded of their targets or made aware of the next small steps needed to improve their work. This limits the pupils' abilities to take responsibility for their learning and fails to utilise the teachers' good efforts in giving feedback. Similarly, some inconsistencies in the use of assessment remain and opportunities are sometimes missed to set consistently challenging work for all pupils.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress by:
 - making better use of assessment information to ensure that lessons always challenge and engage pupils well
 - ensuring teachers' regularly use individual targets as well as marking to remind pupils exactly what to do to improve their work and the next steps in their learning.
- Ensure all aspects of the school's work are consistently good or better by:
 - developing the role of the governing body in regularly and rigorously monitoring and evaluating the work of the school
 - holding all leaders accountable for systematically checking that policies and procedures are fully implemented.

Outcomes for individuals and groups of pupils

2

Pupils achieve well academically. They are clear about their learning, talk with confidence and share their ideas willingly with one another. During a session in the information and communication technology suite, pupils in Year 6 were keen to assess different pieces of their work from a previous lesson. Using skills from good prior learning and a sound knowledge of what was expected from their success criteria, they thoughtfully contributed their own suggestions about how each other's work could be improved and subsequently edited their Second World War presentations based on what they found. Pupils of all ages talk eagerly about what they have been learning and know they have targets, although sometimes struggle to recall these. They are keen to know how to improve when their work is marked or to use 'success criteria' to check the quality of their own work.

The trend in attainment in the Year 6 national tests in English and mathematics over time is average, with a rise in 2011 to above average. Since the previous inspection, progress in lessons throughout the school has improved and is now good. This is the result of the whole-school focus on improving the quality of checks made on pupils' achievement. This has ensured previous underachievement has been tackled and different groups are targeted effectively to enable them to make similarly good progress from their average starting points. For example, the oldest pupils are now grouped for mathematics to enable work to more closely match pupils' ability, although at times opportunities to accelerate progress further with work even more

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closely tailored to individuals' needs are missed. Consequently, all pupils in Years 3 to 6, including those with special educational needs and/or disabilities, in the early stages of learning English and those known to be eligible for free school meals, make good progress in English and mathematics, but could still do better.

Across the school, pupils achieve well in their personal and social development. Pupils benefit from good relationships with staff and their behaviour is good, both in lessons and at play. The overwhelming majority of pupils say that they really enjoy school, feel cared for and know exactly who they can talk to if they have any problems. Pupils' enjoyment of school life is evident in their eagerness to take on responsibilities, such as the monitors for recycling, and their supportive approach to one another, which helps make the school a very welcoming place. Pupils have a good understanding of how to stay safe. Pupils' spiritual, moral, social and cultural development is good. With many different ethnic heritages represented in the school, pupils' cultural awareness is particularly strong, relationships are good and children are considerate of each other, valuing and celebrating each others' differences. Pupils' ability to work well together, their good communication skills and their improving awareness of the importance of regular attendance are key factors in the good development of their basic skills and preparation for future life and learning.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils' keenness to learn is due in a large part to the good relationships adults have with pupils and the interest and fun generated in lessons, which help pupils to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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develop positive attitudes to learning. In a Year 5 English lesson, the teacher used the store of ideas and vocabulary the pupils had built up in previous lessons to stimulate their writing. Open-ended questioning was used successfully to extend pupils' ideas so the pupils were able to create balanced arguments about the use of mobile phones using rhetorical questions, exaggerated terms and emotive language. Pupils were given every chance to talk about their ideas and, consequently, were very motivated and worked well collaboratively. Engaging visits and projects, such as the construction of the 'Evergreen' eco-building, help to bring the curriculum alive. This work has made a major contribution to the school's Green Flag status. These creative links between subjects help to stimulate and foster pupils' interest and provide opportunities to engage pupils in their learning. All staff play their part in delivering this stimulating and engaging curriculum. During lessons, adults regularly discuss with pupils just how they can improve their work and the next steps in their learning, contributing effectively to their good progress. This level of pupil engagement in their learning is also evident where marking is best.

Pupils' welfare and personal, social and health needs are catered for well because the school works closely with parents and carers as well as with outside agencies where needed. These effective links, combined with the school's success in providing well-targeted additional support, ensure those pupils with special educational needs and/or disabilities make good progress overall. The school's efforts to support the whole school community are evident in many ways. For example, its work with pupils and families who might otherwise find it difficult to access education is evident in their increasing involvement in school activities as well as in rising attendance. Workshops involve parents and carers successfully in improving their understanding of the curriculum as well as developing their own literacy and numeracy skills.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school, which is shared by the committed senior leadership team. This has led to the upward trend in achievement and attendance. There is a positive team spirit amongst the whole staff, who are similarly ambitious for the school. Leaders at all levels are increasingly playing their part in checking how well their subject or year group is doing and are keen to develop an even more rigorous approach to the monitoring of teaching and learning to raise the quality of provision further. The governing body fulfils its statutory duties appropriately. However, governors rely too heavily on the school and headteacher to

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provide information about how well the school is doing and have identified the need to develop their role and be more involved themselves in checking and holding the school to account.

The school's promotion of equality and diversity is good because it takes serious steps to tackle discrimination to make sure that pupils from all backgrounds perform to a similar standard. Staff ensure that pupils whose circumstances make them most vulnerable have the opportunities to achieve as well as their peers. Pupils are encouraged to play their full part in the school and the local community. Their understanding and contribution are developing well in these areas. The school is making good progress in promoting pupils' understanding of communities and cultures in national and global contexts. All staff play their part in ensuring that safeguarding procedures are followed routinely and the school is a safe and secure place in which to learn. Safeguarding requirements and duties are met and the school is ensuring that its satisfactory arrangements and policies for safeguarding are systematically reviewed and refined.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The proportion of questionnaires returned from parents and carers is above average for this type of school. The vast majority of responses to questionnaires were positive and most of the written comments expressed considerable satisfaction with the school. These are typical comments about the school. 'I wouldn't change my children to another school.' 'My children have dedicated teachers who see them as complete children and are passionate about developing them as a whole.' 'Best school in the borough.'

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A few reported concerns over how well the school prepares their children for the future. Evidence gathered during the inspection showed that good links with the local secondary school are well established, which help support pupils' move at the end of Year 6 effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roe Green Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 240 completed questionnaires by the end of the on-site inspection. In total, there are 477 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	160	70	78	34	1	0	0	0
The school keeps my child safe	145	63	94	41	1	0	0	0
The school informs me about my child's progress	112	49	119	52	9	4	0	0
My child is making enough progress at this school	95	41	13	58	9	4	0	0
The teaching is good at this school	108	47	124	54	6	3	1	0
The school helps me to support my child's learning	104	45	123	53	8	3	2	1
The school helps my child to have a healthy lifestyle	123	53	104	45	10	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	89	39	132	57	9	4	4	2
The school meets my child's particular needs	92	40	136	59	5	2	2	1
The school deals effectively with unacceptable behaviour	109	47	122	53	7	3	1	0
The school takes account of my suggestions and concerns	75	33	143	62	10	4	3	1
The school is led and managed effectively	115	50	110	48	4	2	3	1
Overall, I am happy with my child's experience at this school	126	55	108	47	4	2	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 November 2011

Dear Pupils

Inspection of Roe Green Junior School, London NW9 9JL

Thank you for talking to us and showing us your work when we inspected your school. We were pleased to hear that you like school a lot and know how important it is to come to school regularly. We agree that your teachers plan many interesting things for you to do. You get on well with one another and your behaviour in lessons and around the school is good.

The inspection team has found that your school gives you a good education. The curriculum planned for you meets your needs well and teachers help you make good progress in your work. The leaders in the school know exactly what needs to be done to make your education better. In order to help you to make faster progress, we have asked the staff to do two things.

- Make sure all your lessons are challenging enough and always involve you actively in the next steps in your learning through marking and more regularly reminding you of your targets, so that you reach higher standards.
- Keep checking at all levels, including the governors, to make sure all your lessons help you to make good progress and the school is doing as well as it should.

You can all help by continuing to come to school regularly and being kind and considerate to one another. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall
Lead inspector

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