

Northview Junior and Infant School

Inspection report

Unique Reference Number	101508
Local Authority	Brent
Inspection number	376578
Inspection dates	22–23 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	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Tony Lezard
Headteacher	Judy Keen
Date of previous school inspection	15 February 2007
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons, observed 8 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, policies including those relating to safeguarding, data on pupils' progress, attendance figures and the school's improvement planning. They scrutinised pupils' work and evaluated 145 questionnaire responses received from parents and carers, 113 from pupils and 32 from staff.

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

- How effective are the school's strategies for improving the learning and progress for all pupils, including boys and girls.
- The extent to which the school's actions to improve attendance have been successful.
- The use leaders, staff and pupils make of assessment information to provide support and challenge for pupils' learning, especially for the most able.
- The effectiveness of all leaders in checking, reviewing and taking actions to raise standards.

Information about the school

This is an average-sized primary school. The pupils come from predominantly Black African, Asian British Pakistani, Black Caribbean and other White British families, as well as from a range of other minority ethnic backgrounds. Three quarters of the children are learning to speak English as an additional language and, of these, the large majority 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 above average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is above average. A higher proportion of pupils than usual joins or leaves the school at other than the expected times. Children in the Early Years Foundation Stage are taught in a Nursery class and Reception class. Half the pupils starting in the Reception class come from the Nursery. The school has received a number of awards including Healthy Schools Status and the Bronze Travel Plan.

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 the effectiveness of many aspects of its provision. Good levels of pastoral care, guidance and support are effective in ensuring that pupils feel safe and well cared for and thrive in their personal development. Pupils benefit from good relationships with staff and their behaviour is good, both in lessons and at play. They show considerable support for one another, regardless of age, gender or ethnicity. One parent commented, 'Every child is valued and cultural diversity celebrated.' Pupils talk with enthusiasm about their school and have positive attitudes towards their learning.

Senior leaders have a clear awareness of the school's effectiveness and what is needed to bring about improvement. For example, there is a shared commitment to raising achievement which is improving as the school has focused successfully on using information from the checks on pupils' progress to set high expectations for both school and pupil targets. Consequently, the good self-evaluation combined with the improvement in attendance to above average, shows the school's good capacity for sustained improvement. Leaders are increasingly effective in checking effectiveness and analysing data in their own subjects and across the school. Checks they make on the quality of provision and on the quality of teaching are not rigorous enough to ensure all teaching matches the good, and sometimes outstanding, examples seen in some lessons. Good relationships with parents and carers support pupils' learning well.

Pupils achieve well because teaching is good and lessons are lively and interesting. In this caring school, all staff know pupils' abilities well because teachers regularly check on how well pupils are doing and are effective in sharing this information with them and their parents and carers. Although there is some variability between different classes, all groups of pupils, including girls and boys, and the most able, make good and sometimes better progress from their starting points. Through good use of assessment information, an effectively adapted curriculum and well-focused support, staff make sure that pupils from all backgrounds perform to a similar standard, while ensuring the most vulnerable pupils have the opportunities to achieve as well as their peers. Nevertheless, there is room for pupils to reach even higher standards and for some to make even quicker progress. Day-to-day assessment, including marking, is good. In some classes, assessment is not used well enough. Not all pupils are regularly reminded of their targets, given clear success criteria for the lesson or made aware of the next small steps needed to improve their work, this limits their ability to take responsibility for their learning. Some additional

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adults working alongside teachers skilfully question and support individuals or groups adding considerably to pupils' learning, although this is not always the case in all classes. Similarly, some inconsistencies in the use of assessment remain and opportunities are sometimes missed to set suitably challenging work or plan activities that ensure all pupils are actively learning at all times.

What does the school need to do to improve further?

- Raise standards in English and mathematics by:
 - making better use of assessment information to ensure that lessons always challenge and engage pupils well
 - ensuring all adults are actively involved in supporting pupils' learning during lessons and are clear about how best to do this.
- Accelerate pupils' progress by:
 - sharing best practice already seen in many classes to set clear success criteria that pupils can use themselves to check how well they are doing
 - 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
 - making sure that the monitoring by all leaders is thorough enough to secure consistently good or better teaching across the school.

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 numeracy session on prime and square numbers, pupils in Year 6 were keen and capable of explaining to their talk partners and the class the key features of each. Using skills from good prior learning, good recall of multiplication facts and a sound knowledge of what they were learning in the lesson, they confidently discussed each step as they decided which numbers fulfilled the criteria for each group. Pupils thoughtfully contributed their own suggestions, reminding one another of the basic principles if they made mistakes. 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.

Attainment by the end of Year 6 in national tests in English and mathematics is average. Progress in lessons throughout the school is good and where teaching is best, especially for the oldest pupils, sometimes outstanding. This is the result of the whole-school focus on improving the quality of checks made on pupils' achievement. This has ensured any underachievement is tackled swiftly and different groups are targeted effectively to enable them to make equally good progress from their below average starting points. Consequently, all pupils in each key stage, including girls and boys, the most able, those in the early stages of learning English and those known to eligible for free school meals, make the same good progress in English and

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mathematics as their peers, but could still do better.

Across the school, pupils achieve well in their personal and social development. Behaviour is well managed, with the overwhelming majority of pupils saying 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 above-average attendance, eagerness to take on responsibilities and their very supportive approach to one another, which helps make the school a safe and welcoming place. Pupils of all ages have a good understanding of how to stay safe, explaining clearly how to behave safely as they move around school and are careful, for example, as they move equipment. They talk with confidence about their healthy choices for playtime snacks, and at lunchtime demonstrate their clear understanding of how to lead a healthy lifestyle which is reflected in the achievement of a number of awards for their healthy living. Pupils’ spiritual, moral and social development is good and, with many different ethnic heritages represented in the school population, their cultural awareness is particularly strong. Pupils’ ability to work well together from an early age and their good communication skills are key factors in pupils’ good development of basic skills and preparation for their 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	2
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 develop positive attitudes to learning. In a Year 1 numeracy lesson, the teacher used

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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a range of well-matched activities to enable pupils to explore and investigate doubles and doubling. One group had the space outside to work practically, making doubles using dominoes and blocks. Very good support and targeted questioning from the teaching assistant ensured this group made very good progress understanding the concept. Similar levels of support from a second teaching assistant and the class teacher enabled all pupils to have every chance to talk about their ideas and, consequently, all were very motivated and worked well collaboratively. In some lessons, such additional adults are not as successful in the support they provide as they are less clear about their specific role. During most 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. However, this is not a consistent feature in all classes and instances are also missed sometimes to refer to pupils’ own individual targets or the success criteria for the lesson in order to show pupils how to improve their work and accelerate progress. A wide range of engaging visits and visitors help to bring the curriculum alive. These creative links between subjects help to stimulate and foster pupils’ interest and provide opportunities to engage pupils in their learning.

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 among the whole staff, who are similarly ambitious for the school. Leaders at all levels are increasingly playing their part in checking how well subjects and classes are doing. They are keen to develop an even

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more rigorous approach to the monitoring of teaching and learning and make their own checks sufficiently regular and focused enough to tackle inconsistencies swiftly and raise the quality of provision further. The governing body is conscientious in fulfilling its statutory duties and ensuring the safety of the pupils. Governors, too, play an important role in challenging the headteacher and playing an ever more effective role in checking how well the school is doing. They ensure that pupils' achievement and the setting of high aspirations continue to be the school's main aims.

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, as well as those joining the school at times other than expected, 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 providing opportunities to promote pupils' understanding of communities and cultures in national and global contexts. Staff ensure that safeguarding procedures are good, with the governing body making regular and rigorous checks on the school's procedures and systems. Effective and regular staff training ensures everyone in the school is particularly vigilant in keeping the school a safe and secure place in which to learn.

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	2
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children in the Reception class grow in confidence and quickly become enthusiastic learners because of the sharp focus on providing good care. In general, children start with below expected levels of understanding, particularly in their communication, language and literacy skills.

Children make good progress in their learning because teaching is good and the children learn well from the wide range of activities and learning opportunities that are available. Opportunities are sometimes missed to plan activities that specifically extend children’s learning and accelerate their progress. During teacher-led activities, children make good progress because adults have good subject knowledge and use their knowledge of the children well to ensure they achieve the next steps in their learning. This is particularly successful in developing children’s vocabulary, especially for those at the early stages of learning English. Similarly, as children play independently, learning opportunities are well planned to engage them and stimulate their curiosity effectively. Children build on their knowledge and understanding, both indoors and outdoors, with adults often using the children’s own interests to engage them in learning.

Communication with parents and carers is good, with regular opportunities for them to discuss their children’s learning. Assessment information is used effectively to promote learning and to demonstrate the good gains that children make in all areas of learning. Since the previous inspection, the Early Years Foundation Stage team has worked hard as a team and come together to develop the shared facility following the move into a single shared building this term. Opportunities to make the best use of the environment outside the classroom and covered areas have yet to be prioritised sufficiently enough to promote children’s learning well and accelerate progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The return of questionnaires from parents and carers was above average for this type of school. A very large majority of the responses were positive and most of the written comments expressed considerable satisfaction with the school. These are typical comments about the school.

‘This is a very good school, my child tells me the teachers are very nice and helpful.’

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'My child loves coming to school every morning.'

'There is a strong sense of self and shared responsibility with a caring, friendly and warm school approach.'

'I am proud my child is part of this establishment.'

A very small minority reported concerns over how well the school deals with unacceptable behaviour, takes account of the views of parents and carers and how well the school is led and managed. Evidence gathered during the inspection showed that while there are occasional displays of challenging behaviour by pupils, these are effectively managed, with minimal impact on other learners. Good opportunities are provided both formally and informally for parents and carers to talk to the school and ideas raised through regular questionnaires are welcomed and often acted upon. Leaders have an accurate view of the school's effectiveness, what needs to be done to improve and have ensured this remains a caring and supportive school for pupils and families.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Northview Junior and Infant 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	63	49	34	2	1	2	1
The school keeps my child safe	84	58	53	37	5	3	1	1
The school informs me about my child’s progress	76	52	62	43	5	3	2	1
My child is making enough progress at this school	61	42	74	51	7	5	3	2
The teaching is good at this school	80	55	58	40	5	3	1	1
The school helps me to support my child’s learning	61	42	74	51	8	6	0	0
The school helps my child to have a healthy lifestyle	69	48	67	46	6	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)	51	35	79	54	7	5	1	1
The school meets my child’s particular needs	63	43	71	49	6	4	0	0
The school deals effectively with unacceptable behaviour	70	48	61	42	11	8	0	0
The school takes account of my suggestions and concerns	56	39	75	52	10	7	1	1
The school is led and managed effectively	74	51	57	39	10	7	2	1
Overall, I am happy with my child’s experience at this school	83	57	54	37	6	4	2	1

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.



24 November 2011

Dear Pupils

Inspection of Northview Junior and Infant School, London NW10 1RD

Thank you for talking to us and showing us your work when we visited 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 with one another well and behave well in lessons and around the school.

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 teachers and other adults in lessons always provide enough challenge and support so you can achieve your best.
- Keep checking to make sure all your lessons actively involve you in the next steps in your learning through marking, more regularly reminding you of your targets and what you need to learn in each lesson, so that you reach higher standards.

You can all help by continuing to come to school regularly and be 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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