

Northbury Junior School

Inspection dates

16–17 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders, including governors consistently share their high expectations with staff, pupils, parents and carers and are positively driving improvement across the school.
- Leaders monitor and support teachers to develop their skills so that all pupils are provided with good learning opportunities in lessons.
- Pupils from all backgrounds join the school with levels of skill and knowledge that are expected for their age. All groups make good progress in literacy and numeracy because their experiences in school are memorable, and the quality of the teaching is good.
- Teaching is usually good, with some that is outstanding. Most teachers are skilled in checking pupils' learning in lessons through effective questioning on what pupils are learning and how they can improve.
- Pupils' behaviour and attitudes to learning are exemplary. Pupils are confident, feel safe and happy in their school. They are extremely independent in expressing their opinions and mature and respectful towards others.
- Parents and carers are pleased with how the school keeps their children safe and happy.
- Governors are effective in making sure that pupils eligible for the pupil premium make good progress, similar to that of their peers.

It is not yet an outstanding school because

- Although teaching is good, it is not yet outstanding across the whole school because teachers do not always match activities well enough to pupils' abilities.
- The quality of marking in pupils' work varies from class to class. Not all teachers mark pupils' books effectively enough or involve pupils sufficiently in improving their work.
- Systems for measuring pupils' levels are not yet refined enough to enable leaders and staff to present data in a way that allows speedy analysis of progress and clearly defines next steps for all pupils.

Information about this inspection

- Inspectors observed 22 lessons, of which eight were visited jointly with senior leaders. In addition, the inspection team made eight shorter visits to lessons to focus on specific aspects of teaching and learning.
- Inspectors listened to pupils read and attended an assembly.
- Meetings were held with a group of pupils, the headteacher, subject leaders, members of the governing body, and with a representative of the local authority.
- Inspectors took account of the 17 responses to Ofsted’s Parent View on-line questionnaire, and 180 responses in a recent survey conducted by the school. Inspectors also spoke to some parents who were at the school during sports day.
- The inspection team observed the school’s work and looked at a number of documents, including school improvement plans, information on pupils’ current progress, pupils’ written work, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

Ros Ferrara

Additional Inspector

Melanie Clapton

Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized junior school.
- A high proportion of pupils is eligible for the pupil premium, the extra funding provided by the government to support children in care, those who are known to be eligible for free school meals and children from service families. There are no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- The number of pupils who are from minority ethnic backgrounds or speak English as an additional language is high.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by ensuring that:
 - all teachers match classroom activities more effectively to the different needs all pupils
 - teachers' written feedback of pupils' work is consistent and guides pupils onto their next steps.
- Refine the systems for measuring and analysing pupils' levels so that the process for checking progress and target setting is clearer to all staff.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with skills and understanding that are in line with what is expected for their age. All groups and pupils from all backgrounds make good progress so that, by the end of Key Stage 2, attainment is high compared to other schools nationally.
- Most pupils are making good progress in reading, writing and mathematics. Rates of expected progress are above the national average in literacy and numeracy across the school. However, progress overall is not better because fewer pupils made more than expected progress, particularly in mathematics.
- Pupils who speak English as an additional language make good progress because teachers and their assistants focus on the importance of dialogue to support writing.
- Disabled pupils and those who have special educational needs make good progress as a result of effective support from specially trained teaching assistants. For example, pupils with speech and language needs were supported in a designated area with two highly trained members of staff who engaged the pupils well in their learning.
- The pupil premium funding is used successfully to support eligible pupils by providing extra teaching staff, booster classes and opportunities for all pupils to attend a one-to-one progress meeting with their class teacher three times a year. These pupils are making good progress in both English and mathematics. Any gap in their attainment has been removed so that their attainment is similar to that of their peers by the end of Year 6.

The quality of teaching is good

- The quality of teaching is good across the school, with some that is outstanding. Teachers communicate clear learning objectives and pupils are provided with motivating group based tasks. In some classes, however, there are sometimes activities that are less well matched to abilities of the pupils and some pupils struggle whilst others find the work too easy.
- Positive relationships and a vibrant learning environment throughout the school contribute to a stimulating atmosphere for all pupils to achieve in. Pupils in a design and technology lesson worked in groups to make bridges with materials and tools provided by their teacher. This lesson followed on from a boat ride on the River Thames to look at the different types of bridges.
- Teachers across the school reinforce skills to develop pupils' responsibility for learning. They encourage collaborative working and opportunities for expression. As a result, pupils are confident and respectful towards each others' views. Pupils in a Year 5 class were very enthusiastic about showing their understanding of the water cycle through role play and rhyme. Their peers assessed their performance with very constructive feedback.
- Teachers provide pupils with a clear understanding of how well they are doing in their learning through verbal feedback, which praises and guides them to improve. However, the quality of marking in books is less consistent and does not always provide enough guidance for pupils on their next steps.
- The teaching of disabled pupils and those with special educational needs is good. Teachers use their teaching assistants well to support learners, and specific group work is well planned and delivered.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour around the school is exemplary. The pupils are courteous, confident and kind to each other and adults. They were keen to talk to inspectors about themselves and express their views on how well their teachers care for them and provide 'fun learning'.
- Parents, carers, teachers and pupils express their highly positive views of the school's ability to

secure pupil safety and engage good learning.

- Pupils are very keen to explain what they are learning, and usually know how well they are doing in lessons. They support each other's learning through talk partners, and individual feedback to their classmates. For example, in a Year 3 mathematics lesson, a pupil stood up at the front of the class and explained the process he used for an activity involving symmetry. His classmates listened and provided feedback on how well he had carried out the process against the success criteria.
- Pupils' sense of responsibility towards each other and the wider community is developed extremely well through focus weeks such as International Week, Arts Week and Careers Week. The pupils really enjoy the creativity and opportunities to learn about their local, national and global community these provide.
- Pupils' attendance and punctuality are above average. Pupils are really happy to come to school and say that bullying is rare. They have an excellent understanding of how to keep safe from bullying, including e-safety.

The leadership and management are good

- The headteacher and his leadership team have high expectations and ambition for all pupils. They are accurate in their evaluation of how well the school is performing and what they need to do next to ensure there is further improvement.
- Leaders and managers regularly check how good teaching is in lessons, and provide support for teachers to develop their practice to make sure pupils' progress is good. The process to manage teachers' performance is rigorous and there is evidence that teachers improve as a result.
- The curriculum provides pupils with opportunities to have fun, develop their skills and become responsible learners. Pupils talk with excitement about their school visits, which link directly to their learning. They were able to recount the fascination they experienced during their whole school visit to the Science Museum.
- Teachers understand what general stages pupils are at in their learning, and most are able to plan their teaching so that all pupils deepen their knowledge in their learning activities. For example, when studying natural habitats, teachers took pupils to Hainault Forest where they took part in explorative activities to reinforce their learning. However, the current systems to check pupil attainment and progress are predominantly used by senior leaders to identify areas of weakness. However, other leaders and staff do not use the information effectively enough to check the progress of different groups or pupils in their classes. As a result, the targets they set and the work they provide are not always as well matched or challenging as they could be.
- The pupil premium is allocated effectively to focus on the literacy and numeracy needs of eligible pupils, through a variety of provision. As a result, the progress made by these pupils is good.
- Pupils' spiritual, moral, social and cultural development is good. Pupils learn about other religions, cultures and languages. They also study French every week. During International Week, pupils and their teachers set up their classrooms to celebrate countries around the world. One class set up a desert scene, dressed as Bedouins and told stories around a makeshift fire.
- The headteacher works efficiently with his team to ensure parents' and carers' needs and views are met. Meetings, consultations and detailed planning ensure that the school secures the best outcomes for all its pupils. Equal opportunities are embedded in every aspect of school life which means discrimination is non-existent.
- The local authority provides a light touch support to the school by offering a variety of training for governors, and by visiting the school to support school leaders.
- Requirements for safeguarding are fully met. The school is secure and the safety of all pupils is a priority at all times.
- **The governance of the school:**
 - The governing body is aware of the responsibilities that senior leaders have in order to improve teaching and raise achievement. Governors increasingly use information on pupils' achievement to check how well the school is doing. Governors manage the school's finance

effectively. The Chair of the Governing Body visits the school and meets with the headteacher regularly. Some governors attend training offered by the local authority, including specific training on how to understand inspections. Where appropriate, governors ensure that teachers are rewarded through promotion for good performance related to the progress of pupils. They make sure that pupil premium funding is allocated in the best interests of the pupils concerned and they check to make sure it is having the desired effect.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101196
Local authority	Barking and Dagenham
Inspection number	413190

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	467
Appropriate authority	The governing body
Chair	Brian Cooper
Headteacher	Richard November
Date of previous school inspection	1–2 July 2009
Telephone number	020 8270 4750
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