

Kingsbury Green Primary School

Kingsbury Green, Old Kenton Lane, Kingsbury, London NW9 9ND

Inspection dates 3–4 February 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher has created a 'no excuse culture'. Senior leaders are single-minded in their pursuit of excellence for all pupils. Expectations for all pupils are exceptionally high. All pupils, irrespective of their background, ethnicity, gender, ability or whether they have special educational needs, including those pupils who attend the resource provision, thrive and achieve their full potential.
- This vision is shared by all, including governors. Governors say that the school's powerful motto 'Pride and Effort = Success' is 'part of the bloodline of the school'.
- Leaders are totally focused on building leadership capacity at all levels, and in developing the quality of teaching. They carefully nurture those new to leadership and keep a close watch on the impact of personalised training and support for staff. This sustains outstanding leadership and teaching. Their work inspires and supports other schools in the local authority, including in the use and accuracy of assessing pupils' progress.
- As a result, attainment at the end of both key stages continues to rise. Pupils make outstanding progress from their starting points, in all subjects, including English and mathematics.
- Children in the Nursery have an excellent start to their education, they make rapid progress. More recently, children's progress in Reception has accelerated and equals that in the Nursery.
- Pupils are thoughtful, highly motivated and successful learners. The wealth of opportunities for them to take on responsibilities results in individuals who are mature and confident beyond their years. The learning community is highly cohesive. Pupils show great respect and tolerance for each other and all adults.
- Partnerships are outstanding. The school reaches out to parents, so that they are better able to support their children's learning.
- The curriculum enriches pupils' learning extremely well and helps them to learn rapidly. It promotes their spiritual, moral, social and cultural development highly effectively. Pupils know that if they work hard they will succeed. They develop clear aspirations for career pathways for the future. They are exceptionally well prepared for life in modern Britain.
- Safeguarding is a high priority for all adults. Consequently, pupils are kept very safe, and are taught how to keep themselves safe. Pupils have a keen sense of responsibility about protecting each other from any potential dangers.

Full report

What does the school need to do to improve further?

- Develop further the Reception environment so that it is as stimulating as the Nursery.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The inspirational headteacher has established an ambitious culture in the school. She is exceptionally well supported by two aspirational deputy headteachers. Together they have secured significant improvements in all aspects of the school's performance since the previous inspection.
- Leaders at all levels are determined and highly successful in making sure that improving teaching, learning and assessment, and the promotion of pupils' personal development are the top priorities. As a consequence, outcomes for all groups of learners are rising rapidly.
- Self-evaluation is tightly focused on the key priorities, based on a wide range of evidence. This provides a clear framework for precise improvement planning. Leaders regularly measure the progress made towards targets so that everyone knows the impact of their work. This assists governors in assessing and holding leaders fully to account.
- Subject and year group leaders are key drivers for school improvement. They take full responsibility for the quality of teaching and pupil achievement. Each team works seamlessly together to make sure that their work maximises pupils' learning and progress. There are daily reviews of what has worked well and what needs to be done next. No pupil is allowed to fail as strategies are implemented the next day to boost their progress. This reflective approach is highly successful and creates a whole-school focus on rapid action and improvement.
- The headteacher invests significantly in making sure that teachers receive tailored support and training so that they are highly effective in their roles. Teachers are encouraged to take control of their own professional development. They undertake active research focused on school priorities, and benefit from coaching, mentoring and peer-to-peer reviews. Those new to teaching feel exceptionally well supported. As a result, teachers flourish and new and aspiring leaders evolve quickly. This is an important and successful feature of leaders' work. All staff are set challenging targets through the appraisal system to make sure that there is a collective push to meet aspirational targets.
- The curriculum is outstanding. It secures sequential learning of skills, knowledge and understanding in all subjects. Through careful planning, all groups of pupils learn effectively about a wide range of topics. These themes provide the framework for pupils to challenge stereotypes and develop leadership and life skills. Subjects ignite their creative and imaginative skills. The powerful promotion of independent thinking and learning means that pupils know that 'Doing a good job when no one is watching' is the cornerstone to their work ethic and success. Entrepreneurial skills are developed through many activities, including 'Enabling Enterprise' projects, and making and selling pickled vegetables which pupils grow in the school garden.
- The promotion of pupils' spiritual, moral, social and cultural development is woven into the life of the school, including the curriculum. The school recently reviewed its vision, outlined in the BASICS charter (Belonging, Aspiration, Safety, Identity, Challenge and Success). This reflects fundamental British values of democracy. For example, pupils discuss and reflect on current moral and social disasters such as the war in Syria when they learn about World War II. They have myriad opportunities to make decisions, such as voting for the next school councillors and pupil ambassadors. There is total respect and a zero tolerance approach to any form of prejudice. Pupils from a wide range of ethnic heritages work and play harmoniously together. They learn through many visits and visitors about the cultural and religious history of all the key faiths.
- The school's partnership work is exceptional. Parents' views are sought regularly through surveys and through a parent forum which meets regularly with members of the governing body to explore any concerns raised. Parent ambassadors act as translators at key events, such as consultation evenings, as they represent the main languages spoken in the community, including Romanian, Arabic, Gujarati and Somali. They provide a vital point of contact for newly arrived parents to the country. They facilitate the weekly coffee mornings, which strengthen community cohesion and parental engagement. Recent topics have included how to keep their children safe online, and how to identify potential risks associated with extremism and radicalisation. The school, including the Total Communication Base (TCB), has excellent links with other settings. The school is a hub for outstanding assessment practice for other schools in the local authority.
- The Total Communication Base is very well managed. The leader, supported by other leaders, provides professional development and training for all staff. This includes deaf awareness and inclusion training across the school. Liaison work with other professionals, such as audiologists and clinical psychiatrists, is excellent. This ensures that pupils have the very best integrated education and care.

- Pupil premium funding is used extremely well to make sure that these pupils achieve well academically, and grow in their personal development. The funding secures equality of opportunity for all pupils. Activities include booster classes focused at specific year groups to close any gaps in learning, enrichment programmes for art and drama, and one-to-one counselling for pupils and parents to remove emotional barriers to pupils' learning.
- The primary sports funding is also used efficiently to make sure that all pupils benefit from a wide range of extended sporting activities, in lessons and in after-school clubs. More pupils engage in regular physical activity, including competitive sports, rising to 75% in the summer term. Pupils know what a positive impact this has on their health.
- The governance of the school is very effective. Governors are fully involved in the strategic direction of the school. They monitor the work of leaders and hold them to account for their actions. They ask demanding questions and follow these up with visits to the school to find out for themselves, and to gauge what progress is being made towards the key priorities for improvement. Governors are fully aware of their statutory responsibilities and they fulfil them well. They ensure that good or better performance in teaching and leadership is rewarded, and that the funding for disadvantaged pupils is used to secure outstanding outcomes. They make sure safeguarding arrangements fully meet requirements.
- The arrangements for safeguarding are effective. All staff are thoroughly trained on all potential dangers, including extremism and radicalisation, e-safety, female genital mutilation and child sexual exploitation. Pupils and parents are well informed, through workshops, lessons and high-profile displays around the school, on how to stay safe. Pupil advocates for anti-bullying and e-safety constantly urge their friends to 'ask your anti-bullying advocate about staying safe on-line and using social media or texts', and 'if you want to stop bullying then tell someone'. Parents are confident of the school's work in this area.

Quality of teaching, learning and assessment is outstanding

- The quality and regularity of monitoring by leaders and through peer observations secures a consistent approach to teaching, learning and assessment. Key elements which the school knows work well and that ensure rapid progress and high levels of pupil engagement are evident in all classes, and in pupils' work books.
- All teachers, including those in the TCB, have excellent subject knowledge. They are expert at planning pupils' learning so that key skills and knowledge are progressively taught, building on what pupils already know and can do. This is the result of teachers' in-depth understanding of pupils' achievement, based on systematic assessments on a daily basis and over time.
- Teachers are adept at providing pupils with clear guidance which pinpoints precisely what they have done well and what they need to work on next. Similarly, pupils are able to assess the extent of their own and their friends' learning accurately. Reflection time for pupils and teachers is highly effective in identifying any weaknesses in learning and eradicating them as soon as possible.
- There are regular opportunities for pupils to practise, reinforce, consolidate and deepen their understanding. Teachers are relentless in making sure that pupils make the progress they are capable of. They adjust their questioning in response to pupils' current levels of understanding. They continually probe pupils' thinking, encouraging them to justify their answers and to reflect on their work. Similarly, their questioning skills carefully scaffold learning, developing links with previous and current work.
- Deaf pupils work in the TCB for some of the day and join their peers in the main school for other lessons. They use a wide range of assistive listening technologies throughout the school. All staff are well trained and are highly effective in meeting the wide spectrum of hearing loss these pupils have, including those who have additional complex learning needs.
- Teaching assistants in the TCB and in the main school are expert in guiding and supporting pupils in their learning. They too have high-quality professional development and are held fully to account for the progress pupils make through the school's appraisal system.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding.

- Pupils are mature, assured and resilient learners. They are not afraid to make mistakes, because they know that you learn from them.
- Pupils value their excellent education and they have great pride in the school. They know that it will stand them in good stead for the future. Many aspire to be doctors and lawyers. The school ethos reflected in the BASICS charter and the motto of 'Pride and effort = success' instils an admirable work ethic in all pupils.
- Pupils are thoughtful about their work and in their behaviour towards each other. They told inspectors: 'We come to school because this is where we belong and work as a team.'
- There is a plethora of opportunities for pupils to develop leadership skills. Pupils undertake a variety of ambassador roles. They support younger pupils in their learning, and are first aiders and IT support technicians.
- Pupils are kept safe at school. They say they feel very secure, and if they do have any concerns they have five named adults that they can talk to if required. Pupils told inspectors that there is no bullying, and apart from some isolated name calling, the behaviour logs confirm this.
- The childhood support worker provides counselling for children who have emotional and social difficulties. Families and their children receive guidance, support and intervention at times when they are at their most vulnerable.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils know that their behaviour and attitudes contribute significantly to their learning. Their conduct is impeccable, both in class and around the school. Pupils are polite, respectful and considerate.
- Attendance is above average, because pupils enjoy their school and are appreciative of everything it offers them.
- Most pupils have immense self-discipline. Those pupils who sometimes find it difficult to conform to the school's high expectations are given a 'yellow card'. This enables pupils to reflect on the consequences of their behaviour. Ultimately, pupils are either referred by staff or they self-refer to the childhood support worker when they know they are not coping very well and need some support, such as play or art therapy.
- The school has powerful evidence of how they have successfully re-integrated pupils with the most challenging behaviours to the TCB and the main school. Some of these pupils have gone on to become ambassadors and exemplary role models for other pupils.

Outcomes for pupils

are outstanding

- Sustained and focused school improvement work has secured significant upward trends in outcomes in the early years, and at the end of both key stages. Prior to 2015, children had weak literacy and mathematical skills when they started Year 1. In 2015, this trend was completely reversed. More children achieved a good level of development than the national average.
- Observations in lessons and the pupils' work in books confirm that current Year 1 pupils are working at least at age-related expectations, with many working beyond this.
- Leaders have correctly recognised that there are significant gaps in achievement between the pupils in school and all pupils nationally in other year groups. This is a consequence of either previous underachievement at the end of Reception, pupils joining the school who have either no or little English, or pupils who have not had any formal education before arriving in England. These factors distort the external published information.
- The proportion of Year 1 pupils that achieved the expected standard in the phonics (letters and the sounds that they make) check was just below the national average in 2015. Leaders know that some pupils had communication and language difficulties or limited English skills. Inspection evidence confirms that any gaps in pupils' phonics knowledge have been eradicated. Those pupils who did not achieve the expected standard now read for meaning and are able to use their phonics knowledge to decode unfamiliar words accurately. This is one example of leaders' meticulous attention to assessing pupils' progress and providing an almost immediate boost through interventions, including early-morning activities such as 'Reading Eggs' for those pupils who do not read regularly at home, and phonics booster classes for Year 3 pupils.

- Attainment in 2015 was average at the end of KS1. From low starting points this represents outstanding progress. Indeed, case studies undertaken during the inspection established that current progress is rapid for all pupils, irrespective of whether pupils attend school throughout a key stage or join midway.
- The gap between disadvantaged pupils and their peers closed in reading, and is closing quickly in writing and mathematics in Key Stage 1.
- Overall attainment in 2015 at the end of Key Stage 2 was broadly average in writing and mathematics, and just below in reading. The school's forensic analysis shows that this was a result of a number of factors. A significant proportion of these pupils had specific language difficulties. Similarly, a high proportion of pupils joined the school during Key Stage 2.
- School information clearly establishes that for those pupils who attend school for the whole of Key Stage 2, the proportion of pupils achieving the higher levels in both reading and writing was just above the national figure in writing, and in line for reading and mathematics. Nonetheless, the school is determined to make sure that irrespective of the amount of time pupils attend school, every pupil 'gets to where they should be' through focused teaching of extending pupils' vocabulary, and daily direct teaching of reading.
- Those pupils who do not speak English as a first language have intense English language programmes, including developing phonics on a daily basis. As a result, these pupils quickly catch up with other pupils in the school.
- In 2015, by the end of Key Stage 2, almost two thirds of pupils made more than expected progress in writing and mathematics, which is significantly more than the national figures. Although disadvantaged pupils made less progress than their peers, they made more progress than all pupils nationally.
- The proportion of pupils making and exceeding expected progress in reading was above the national figures. Overall progress was not as strong as in writing and mathematics. Nonetheless, school information and first-hand observations confirm that current pupils are making rapid progress in this subject, as a result of targeted interventions and highly effective teaching.
- Disabled pupils and those with special educational needs make similar rapid progress to their peers, including those pupils in the TCB. Adults are skilled in systematically teaching key skills in a wide range of contexts, and through all communication channels. This secures confidence and outstanding progress from pupils' individual starting points. Older pupils work with their peers in the main school in mathematics. They achieve exceptionally well in reading and writing.

Early years provision

is outstanding

- The early years provision has also improved since the previous inspection. Children make outstanding progress because gaps in learning are quickly identified and addressed through daily intensive work to boost progress. This is particularly so in children's communication and language, literacy and mathematics skills.
- Almost all children have no or little English when they start school, so developing their language and communication skills is the priority.
- All adults, including volunteers, work intensively with the children, initially in their home language. Every opportunity is used to extend children's vocabulary. For example, adults model effective speaking and listening, paraphrase the children's language, and provide many opportunities for repetition of key words in sentences. The school makes effective use of the speech therapist, who works with individual children to develop their language skills.
- Continual assessment means that adults plan activities which consistently provide the right level of difficulty for all ability groups. This momentum is maintained as each activity has a clear learning purpose. Children's thinking is extended through sensitive intervention by adults who ask probing questions to make connections in their learning and to deepen their understanding.
- The nursery classroom is vibrant, with stimulating displays, and exciting areas for the children to investigate and explore. Children learn exceptionally well, whether they are being taught directly or working on their own. They are almost always totally engaged in their learning.
- In the Reception classes, displays do not always support children's learning well enough. There are insufficient learning prompts, such as captions and labels, to support children when they are working on their own without direct teaching. This sometimes slows their learning down.
- Although the school has rightly judged that the external learning environment needs further work so that children can work outside continuously, adults plan work to maximise learning. There are excellent opportunities for the children to develop their language and communication, observational skills and

physical skills. For example, children plant bulbs, making sure that they are the right way up, with enough space for each plant to grow. They confidently experiment with water, hoses and funnels.

- Relationships are strong and provide a solid foundation for children to grow in confidence and develop high self-esteem. Children are cooperative with each other and take turns well. They are not afraid to explore, to investigate and to try out new activities.
- The school quickly establishes a strong bond between home and school through home visits, daily informal discussions and formal meetings with parents, as well as regular workshops. Adults assess children's progress constantly and record this electronically, which parents have access to. This secures a highly effective communication channel to make sure that the provision is personalised to each child's needs, abilities and interests.
- The new leader of early years has an excellent understanding of early years practice. She has quickly assessed what is working well and what needs to be worked on further. Improvement planning focuses on the right priorities. The early years provision is well placed to continue to improve further.

School details

Unique reference number	101503
Local authority	London Borough of Brent
Inspection number	10008710

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	680
Appropriate authority	The governing body
Chair	Bindu Sillars
Headteacher	Laura Wynne
Telephone number	020 8204 6423
Website	www.kingsburygreenprimaryschool.org.uk
Email address	office1@kgreen.brent.sch.uk
Date of previous inspection	26–27 January 2011

Information about this school

- Kingsbury Green is a much larger than average-sized primary school.
- Pupils are from a wide range of minority ethnic backgrounds. The number of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils who receive support through pupil premium funding is average. The pupil premium is additional government funding given to schools for disadvantaged pupils who qualify for free school meals or are children who are looked after by the local authority.
- The proportion of pupils with special educational needs or disability is broadly average. However, the proportion of pupils with a statement of special educational needs and/or an education, health and care plan is above average. The school is funded by the local authority to run a resourced provision for deaf pupils. This is known as the Total Communication Base (TCB). There are currently 18 pupils who attend the TCB.
- The number of pupils who arrive and leave the school other than at the usual times is much higher than the national figures.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors visited most classes across both key stages, and in the early years provision, through three learning walks and 20 lesson observations. Members of the school's leadership team joined a number of these visits to lessons.
- Inspectors spoke to two groups of pupils formally and informally throughout the two days of the inspection. They listened to two groups of readers and talked to them about their work. They held a number of meetings with senior staff, middle leaders and teachers in the early stages of their teaching career. Meetings were held with the governing body and a representative from the local authority.
- The inspection team scrutinised a range of documentation provided by the school, including information linked to: attendance, behaviour, teaching and learning, performance management, development plans and minutes of governing body meetings. They also evaluated the school's own assessment of its own performance.
- Inspectors considered the school's own survey of parents and 140 responses to the online Ofsted survey, Parent View. They took account of 99 responses from the staff survey and 18 pupil responses.

Inspection team

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