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Mrs Catherine Allard  
Headteacher  
John Keble CofE Primary School  
Crownhill Road  
London  
NW10 4DR

Dear Mrs Allard

### **Short inspection of John Keble CofE Primary School**

Following my visit to the school on 13 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in September 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

You work with a clear moral purpose to ensure that the best possible provision and practice are in place to support pupils' learning. You have taken effective action to raise standards by bringing in new teachers to strengthen the staff team. The school has good capacity to continue moving forward. You and your governors have set ambitious targets, and these are reflected in your plans for improvement. These plans are based on clear evidence and are fit for purpose. The school's evaluation of its effectiveness is accurate.

Working successfully with your leaders and governors, you have addressed the key priorities for improvement identified at the last inspection. For example, leaders now routinely check the quality of teaching and learning in their areas of work. You are now driving the school to the next level. Encouraged and supported through your leadership, teachers share their best practice across the school, with good effect. There is a high level of challenge in all lessons. As a result, more pupils make consistently strong progress, although you accept that there is still more to be done to ensure that even higher standards are reached.

The well-balanced curriculum is carefully matched to pupils' needs, so that they can readily develop new interests and skills. For example, provision for Spanish, art, music, physical education, sports, school trips and residential activities has enabled them to become more confident and secure learners. During the inspection, pupils were seen learning to play the steel drums. The range of extra-curricular clubs is

extensive and promotes pupils' interests well. Popular choices include football, netball, origami, multi-skills, art/painting, cooking, science, school magazine, choir, and information and communication technology.

The pupils I spoke to said that they enjoy being part of the school's community. Many nationalities are represented. Pupils are happy to come to school and be with their friends. A boy from a Reception class explained that he comes to school and 'likes to play and read'. A girl in Year 2 explained that new children were welcomed freely. These are good examples of the typically thoughtful, generous and positive attitudes which pupils have. Pupils behave very well in lessons and around the school. They are friendly and polite, reflecting the school's core values and motto: 'Give us understanding that we may live.'

### **Safeguarding is effective**

Safeguarding arrangements are effective. Leaders work with outside agencies and liaise with them quickly in order to keep pupils safe and to meet any need that arises. Leaders manage concerns sensitively and effectively. All staff have a secure knowledge and understanding of current safeguarding guidance and procedures. Pre-employment checks on adults working at the school meet statutory requirements. Staff training is up to date and their safeguarding practice is effective. Governors carry out appropriate checks on safeguarding during the school year. There is a culture of vigilance. Pupils' welfare is actively promoted. Pupils are listened to and feel safe.

### **Inspection findings**

- Following the 2017 national assessments, you identified that pupils who had previously attained highly at national tests at the end of key stage 1 were not performing as well as they could at the end of key stage 2. It was agreed that the first line of enquiry in this inspection would examine the measures you have put in place to address this.
- Leaders have introduced new methods and materials, which have significantly improved the opportunities for the most able, and all other learners. These improvements include, for example, a stronger emphasis on speaking and listening skills, with all pupils encouraged to make contributions. Pupils have been taught to listen respectfully, but also how to explain and put their points of view across. Similarly, in writing books and in hearing pupils read I found that pupils had been taught, and were able to use, skills of understanding, inference and evaluation, and were able to summarise what they had read. The most able readers were able to explain how writers build characters and create tension in their storylines. Speaking to pupils, I found that many understood and were able to use complex vocabulary. For example, I had a discussion about what the phrase 'luxurious snowfall' could mean.
- Leaders have also set clear and aspirational end-of-year expectations for all aspects of literacy, and work to support teachers to achieve these targets. The school has also provided parent workshops in order to ensure that pupils receive as much support as possible at home. This is also the case in mathematics. The

parents I spoke to told me that they valued the opportunity to become closely involved in their child's learning.

- There was strong evidence that the measures put in place to strengthen the progress of the most able have been effective. Nevertheless, you accept that there is more to be done to make sure that these improvements become fully established.
- The second line of enquiry examined the effectiveness of measures to raise standards in reading and phonics in the early years and in key stage 1. This was chosen because there was variability in the results of national tests taken in 2017. You told me that you were aware of the variability, but that a large number of pupils in Year 1 had moved on to other schools during the academic year. You also told me that there had been a larger than usual influx of pupils who speak little or no English to replace them. This had an impact on standards.
- You and your leaders have increased the range of targeted interventions to improve the development of reading and phonics. Accurate assessments swiftly identify any pupil who needs further teaching support. You have also established a culture where teachers across all year groups now work together and share best practice. As a result, pupils consistently and securely learn, use and apply their knowledge of letters and sounds. I found this when I heard a range of pupils from Year 2 reading.
- Many children enter school with below or well below nationally expected standards in speaking and listening and reading, but the school provides a strong start. Reading, phonics and communication provision in the early years is effective for all groups as well as the most able. The result is that the great majority of pupils catch up to where they should be at age five and are ready for Year 1. Clear evidence of this was seen in written work and in hearing children read in Reception classes.
- The final line of enquiry focused on measures to raise standards in mathematics in key stage 2, and also more generally across the whole school. This was chosen because overall standards in mathematics have not risen for three years. You told me that you had identified this trend and had implemented a wide range of effective new strategies.
- Through your resolute leadership, the school has completely changed the way that mathematics is taught. You have coordinated your efforts through working with other successful neighbouring schools. You and your leaders have introduced new teaching methods, with an emphasis on much more practical 'hands-on' learning in the earlier years. This is developed higher up the school so that pupils can solve more abstract problems. In the classes I visited, there were differentiated tasks which were well matched to pupil ability. Pupils rise to the challenges and persist in their efforts. Speaking and working on mathematical problems with pupils in Year 5, I noticed their enthusiasm and willingness to explain their reasoning. In books, I saw clear evidence of consistently strong progress in mathematics in all year groups, not just in key stage 2.

- Leaders have set in place ambitious targets and close support for teachers who need it. Although the improved methods are having a strong impact, you accept that further time is required for these to benefit even more pupils.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teaching and learning opportunities are provided which challenge and stretch every pupil, including the most able, so that they make substantial and sustained progress.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Brent. This letter will be published on the Ofsted website.

Yours sincerely

Martin Roberts  
**Ofsted Inspector**

### **Information about the inspection**

The inspector carried out the following activities during the inspection:

- Meetings were held with the headteacher, deputy headteacher and middle leaders.
- Discussions were held with six governors, including the chair of governors, and a group of pupils. The inspector also had a discussion with an education adviser who supports the school.
- Teaching and learning were observed in a range of lessons.
- Pupils' progress was also evaluated by looking at pupils' workbooks, 'learning journals' and displays.
- Several pupils read to the inspector.
- Recent information about pupils' progress was evaluated.
- The views of 21 parents were considered through responses to Ofsted's online survey, Parent View, and discussions with parents in the playground before school.
- The views of 72 pupils and 32 members of staff were considered through responses to the pupil and staff surveys.