

Inspection of a good school: Norwood Green Infant and Nursery School

Thorncliffe Road, Southall UB2 5RN

Inspection dates:

10–11 December 2019

Outcome

Norwood Green Infant and Nursery School continues to be a good school.

What is it like to attend this school?

Leaders and staff work hard to reach the school's goal that pupils 'love, laugh and learn together' here. Leaders welcome and care for all pupils extremely well. Pupils feel safe and learn successfully in this warm and friendly community. Parents and carers typically told me that they are pleased their children attend this school. As one parent put it: 'I could not be happier with all that the school does for my children.'

Expectations for every pupil are high. All pupils get off to a strong start in learning to read. Leaders and governors make this a priority. Pupils also achieve well in mathematics. Teachers set work that enables pupils to practise and remember what they have been taught. Pupils like this. They told me it helps them to feel confident about their learning. Pupils with special educational needs and/or disabilities (SEND) learn as well as their classmates.

Pupils behave sensibly. They try their best to follow the school's 'golden rules'. These rules encourage pupils to be kind and helpful. One pupil told me that: 'It is important to be nice to everyone. It is unfair if you are not.' This was typical of pupils' attitudes. Bullying or unkind behaviour are not accepted. Staff deal effectively with any incidents that do occur.

What does the school do well and what does it need to do better?

Leaders' high aspirations are clear. They expect that all pupils will be well prepared for junior school. Leaders, governors and staff work together effectively to achieve these aims. They also work hard to make the school an exciting and joyful place for pupils to learn. Parents appreciate this. Many told me that their children 'cannot wait to come to school each day'. Most staff are proud to work here. They know that their well-being is a priority for leaders.

Leaders expect that all pupils will learn to read as soon as possible. Governors ensure that the school has the resources to make this happen. Reception children start the school's phonics programme straight away. Staff know which phonics sounds children need to

learn term by term. Although staff are ambitious, they do not rush children to move on until they are ready. This helps children to build their phonics knowledge securely. Staff find out quickly which pupils find it hard to learn to read. This includes pupils with SEND and pupils who join in Years 1 and 2 with limited phonics knowledge. These pupils receive effective support to catch up with their reading. Pupils in the specially resourced provision also benefit from high-quality support so that they too learn to read successfully.

Storytelling sessions happen every day. Staff know that this is a valuable way to introduce pupils to new words and ideas. Pupils told me that they enjoy reading and practise lots at home. However, some pupils practise with unsuitable reading books that contain sounds that they do not know. This does not help pupils to build up reading accuracy and fluency because pupils struggle to read these books.

Leaders and staff have thought carefully about which mathematical knowledge pupils need to know in order to be successful in their future learning. Mathematics teaching is well structured. Teaching makes sure that pupils revisit and apply their knowledge frequently. Starting in the early years, teachers select activities which support children's understanding of the number system. Children learn to count fluently as well as how to add and subtract numbers correctly.

Leaders are making changes to how other subjects are planned. In all subjects, they want pupils to learn as well as they do in reading and mathematics. Leaders' work has already been effective in improving the quality of physical education (PE). Subject plans set out clearly defined goals for pupils' achievement. Teachers have high expectations for all pupils, including those with SEND. They plan activities in a logical order. This enables pupils to develop their performance in sports and physical activities from one year to the next. For example, in Reception, children learn how to control a football and pass it accurately. In Year 2, pupils use this knowledge to practise dribbling and controlling the ball as they change direction.

Leaders are securing clear improvements in most subjects. However, further work is needed in art, history and geography. Leaders and staff have not identified precisely what they want pupils to know. They have also not given enough thought to whether pupils study new ideas or information in a helpful order. These shortcomings mean pupils do not achieve as well as they could.

Leaders provide well-chosen opportunities for pupils to explore the world beyond their local community. Pupils visit the seaside and have regular outings to cultural landmarks in London. Pupils also enjoy learning about the different faiths and cultures of their friends. Teaching underlines the importance of respecting and valuing one another's differences. Classrooms are calm and well organised. Adults make sure that pupils behave well and focus on their work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are well trained. They know about potential risks to pupils' safety and

the signs they need to look out for. This includes risks related to domestic violence and radicalisation.

Staff know what they must do if they are worried about a pupil's welfare. They report concerns promptly. Leaders keep detailed records of any concerns that arise and the actions they have taken. Leaders work effectively with families and external professionals to protect pupils and keep them safe.

Pupils know that they can talk to staff if they have any worries or feel unhappy. Staff take pupils' concerns seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Phonics teaching is well planned and ambitious. As a result, pupils develop the phonics knowledge they need to read well. However, leaders should make sure that pupils' reading books are well matched to their phonics knowledge. This will support pupils to read with increasing accuracy and fluency.
- Pupils achieve very well in subjects such as PE and mathematics. This is because pupils' learning in these subjects is carefully planned. The school's curriculum is not yet sufficiently coherently planned and sequenced in some other subjects. Leaders have started to make sure that subjects such as art, geography and history are also planned effectively. They aim to complete this work within the next 12 months. In improving subject planning, leaders should identify the important knowledge they expect pupils to know and remember. They should also consider how this knowledge builds on pupils' prior learning and prepares them to study more demanding concepts in the future.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 16–17 May 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102496
Local authority	Hounslow
Inspection number	10110487
Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair of governing body	Charanjit Ajit Singh
Headteacher	Daniel Willetts
Website	www.norwoodgreeninfants.org.uk
Date of previous inspection	13 April 2016

Information about this school

- Norwood Green is larger than the average-sized infant school.
- The school has a higher-than-average proportion of pupils with an education, health and care (EHC) plan. The school has an additional provision which caters specifically for pupils with a hearing impairment. This provision can accommodate up to 12 pupils.

Information about this inspection

- I did deep dives in these subjects: reading, mathematics and PE. I met with subject leaders and teachers, visited lessons and looked at samples of pupils' work. I listened to pupils read and spoke to them about their reading. I also considered pupils' learning in other subjects as part of this inspection.
- I met with senior leaders, members of the governing body and a representative from the local authority.
- I observed pupils' behaviour in classrooms and at breaktimes. I looked at records of poor behaviour, including bullying. I spoke to pupils about behaviour and took into account the 55 responses received to Ofsted's survey of pupils' views.
- I spoke to staff about pupils' behaviour and safety as well as how leaders look after

staff well-being. I also considered the 24 responses to Ofsted's survey for staff.

- I considered the effectiveness of safeguarding arrangements by talking to leaders, staff, pupils and parents. I looked at policies and records related to safeguarding.
- I spoke informally to parents and took into account the 14 responses to Ofsted's online survey (Parent View), including written comments.

Inspection team

Sarah Murphy, lead inspector

Her Majesty's Inspector

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