

# Inspection of a good school: Northbury Primary School

Northbury Close, Barking, Essex IG11 8JA

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Inspection dates:

2 and 3 February 2022

## **Outcome**

Northbury Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils accurately describe this school as a 'fun' and 'exciting' place with lots of 'amazing learning experiences'. Teachers make learning 'enjoyable'.

Pupils show determination and do not give up if they are struggling in lessons. This is because teachers inspire them to believe in the 'power of yet'. Pupils say that this means being able to 'do something eventually, even though you may not be able to do it yet'.

The staff have high expectations of pupils. They aim for all pupils to achieve well from their starting points. Pupils are polite and friendly. They behave well in lessons. They talk purposefully about their learning. They use questioning to challenge their own and their peers' thinking.

Pupils understand what bullying is. They trust staff and feel able to talk to them about worries they may have. They feel that staff care for them and help to resolve issues if pupils have disagreements.

This is an inclusive, Rights Respecting School that promotes and celebrates diversity. Pupils understand equality. They are respectful of, and to each other, 'no matter their race, nationality or religion'. They talk positively about the clubs the school offers, such as the debating club.

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

Leaders think carefully about the curriculum. They set clear goals for what they want pupils to achieve. The curriculum aims to encourage pupils to 'think globally and act locally'. Subject leaders scrutinise curriculum plans to ensure that these build systematically on the knowledge children learn in early years. Teachers use a range of strategies to identify and revisit what pupils know and remember. Specialist teachers support pupils in learning and developing skills in subjects such as art, music and physical education.

Reading is a priority in school. Leaders have introduced a new phonics programme. Children in Nursery learn sounds that prepare them for Reception. Teachers use resources well to support teaching, and select books that match the sounds that pupils have learned. Although staff have received recent training in the teaching of reading, leaders have identified members of staff requiring more support and development. Pupils enjoy their weekly visits to the school's well-stocked and inviting library. They appreciate the range of books that reflect their diverse backgrounds, cultures and interests. They enjoy the opportunities to read alone, and with their peers or members of staff.

There is a clear understanding of special educational needs and/or disabilities (SEND) within the school. Leaders consider how to assess and meet the needs of pupils with SEND. This is a priority. However, there are times when some teaching in lessons does not meet the needs of some groups of pupils. Leaders recognise this, and subject leaders support teachers in planning activities to help pupils who may be falling behind in subjects such as reading and mathematics.

Children in early years concentrate hard and show keen interest in their learning. They know how to take turns and work together well. Teachers make learning fun. They support children well in developing their personal, social and emotional skills. Staff inspire children to use their imagination and encourage them to try new things. Children feel safe and secure. Teachers address misconceptions sensitively and celebrate children's efforts meaningfully. Children respond to this positively. Staff place a strong focus on vocabulary and the development of communication. This is a feature across the school.

The school is calm and orderly. Pupils are independent in and out of lessons. They move sensibly around the school. Pupils ask probing questions. They enjoy talking about what they are learning. They welcome more demanding work. Pupils behave well in lessons and incidents of low-level disruption are rare.

Leaders develop pupils' interest in the wider world through the curriculum and enrichment opportunities. Pupils take pride in their responsibilities as school councillors, play leaders and eco-warriors. They enjoy the trips and visits they have experienced. They welcome the possibility of a greater choice of clubs, which will enable more pupils to attend them.

Pupils learn about healthy relationships. Pupils in Year 6 show this by confidently explaining terms such as 'mental abuse', 'guilt-tripping', 'gaslighting' and 'body shaming'. Pupils enjoy meditation sessions as these make them feel calm.

Staff speak positively about how leaders recognise and promote their interests and talents. They appreciate the encouragement and opportunities they receive in developing their skills and careers. Teachers find their workload manageable. Governors have a clear vision for the school. This underpins their discussions with leaders and staff, as well as the completion of their statutory duties. They hold leaders to account and celebrate the recent growth of leadership in the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding systems are well organised. Leaders ensure that recruitment processes are robust. Teachers follow procedures for raising concerns about pupils who may be at risk. Leaders swiftly identify pupils needing early help. They work with external agencies to provide the support pupils need. Records show that leaders take action when dealing with incidents of bullying or sexualised behaviour.

Leaders consider staff and pupil well-being through a range of activities and the curriculum. For instance, children in Reception learn about staying 'SAFE.' online. This stands for: 'speaking to someone if you need help; asking an adult before going online; friends are people you know; enjoy, play and stay safe'.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- A small minority of staff do not present information clearly or provide effective support for some pupils at the point when it is needed. This means that some pupils with lower prior attainment and those with SEND do not receive the tools needed in lessons to fully access the learning or build their knowledge. Leaders should ensure that they quickly implement their plans to improve this aspect of teaching the curriculum.

## **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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in December 2016.

## **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 information from Ofsted Parent View 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 are the school and you are 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

<b>Unique reference number</b>	101196
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10204480
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	865
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephen Noon
<b>Headteacher</b>	Paramjit Roopra
<b>Website</b>	<a href="http://www.northburyprimary.co.uk">www.northburyprimary.co.uk</a>
<b>Date of previous inspection</b>	6 and 7 December 2016, under section 5 of the Education Act 2005

## Information about this school

- This is a very large primary school with four classes in each year group.
- The deputy headteacher joined the school in September 2021.

## Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation.

- Meetings were held with the chair of governors, the headteacher, senior leaders, a range of staff and members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors scrutinised a range of curriculum plans and documents, including the school's self-evaluation of the work it does and the school development plan.

- The inspectors reviewed safeguarding arrangements by scrutinising records and the single central record and talking to leaders and staff, and through discussions with pupils and parents and carers.
- The inspectors considered the views of parents and staff through Ofsted's online surveys, including 12 free-text responses to Ofsted Parent View, 47 responses from members of staff and 84 responses from pupils to the surveys.
- The inspectors visited the breakfast club operated by the school.

### **Inspection team**

Lascelles Haughton, lead inspector

Her Majesty's Inspector

Lando Du Plooy

Ofsted Inspector

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