

Inspection of Northview Junior and Infant School

Northview Crescent, London NW10 1RD

Inspection dates: 12 and 13 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Northview is a school at the heart of its community, appreciated by parents and carers, pupils and staff alike. Parents have very positive views of the school. Comments stating that the school is 'fantastic' and staff go 'above and beyond' are typical. Pupils are happy and safe at school. They say that bullying is not a problem at Northview because the school rules mean everyone knows how to be kind. Everyone talks of how well the very diverse community gets along. Pupils treat everyone with respect, no matter what their background, faith or gender is. For example, they say that boys and girls are treated fairly and have the same opportunities for learning and play.

Leaders and governors have high expectations for all pupils. They have designed an ambitious and exciting curriculum that gives pupils 'a window to the wider world' and ensures that all pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Staff have high expectations for pupils' behaviour. Clear routines and effective use of praise help pupils to meet these. In French lessons, reminders are given in French and pupils respond equally well. As a result, pupils behave sensibly around the school and concentrate well in lessons.

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

Teachers check carefully to ensure that pupils understand what they are learning about. For example, in history, pupils are given key points to discuss. The teacher listens carefully to their responses and decides how secure their understanding is before moving on.

Leaders place a strong emphasis on developing skills relevant to each subject. Pupils use artefacts to find out about history. They conduct experiments and evaluate their results just like scientists. Children in the early years talk about number confidently.

Leaders have also identified key knowledge that they want pupils to remember. Most pupils remember this well and much more besides. However, some pupils, particularly those in the lowest ability groups, are not able to remember much from previous topics, even the key concepts that leaders identified as important for future learning.

Reading has a high priority at Northview. As well as regular lessons in phonics and reading, all pupils from Nursery to Year 6, read or are read to at least once each day. Leaders set up special reading events such as the bedtime story night, which is popular with families. Staff read regularly to their classes. They do it with such expression that they have pupils hanging on their every word.

The teaching of phonics is highly effective. Staff have excellent subject knowledge. They ensure that pupils have books that match the sounds they know. Staff expertly identify which pupils need a bit more help to become fluent readers and put focused support in place for them. In this way, pupils are helped to become competent and confident readers.

Across subjects, staff provide excellent support for pupils with SEND. For example, they use visual resources and gestures to help pupils' understanding. Teaching assistants have had relevant training, for example, in speech and language techniques. As a result, pupils with SEND achieve well.

Pupils behave well across the school. They are very attentive in lessons. They listen to their teachers and follow instructions in a timely manner. Routines that support learning are well established. For example, children in Reception focus on the teacher at the instruction 'magnet eyes'.

Core values underpin the school's work. Pupils are very proud to receive 'value stars', for example, for being innovative or nurturing. This focus on values supports pupils' personal development. Leaders promote pupils' understanding of equality and diversity well. For example, role models are chosen carefully to represent a wide spectrum, including Stephen Hawking and Amanda Epe. This prompts discussions around stereotypes.

Staff are very complimentary about the support they get to develop their teaching and their subject knowledge. For example, they feel that the high-quality training courses they are able to attend are beneficial.

Leaders and governors are committed to staff well-being and take measures to make workload manageable. They nurture the family feel and model the respectful relationships seen throughout the school community. Consequently, although staff work hard, they enjoy their work because they see the positive impact it has on pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a climate of vigilance. Training for staff and governors is regular and up to date. Staff know what they need to report and how to report it. Leaders are resolute in chasing up any referrals they have made to external agencies. They ensure that the right help is put in place for their most vulnerable pupils.

Pupils say that they feel safe at school. They have a good understanding of online safety and say that the 'bubble' boards make them feel safe because they can let staff know if they have any concerns or anxieties. They know that the adults at school will help them resolve these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified clearly the subject content they want pupils to remember long-term. They have also ensured that teachers use a range of coherent strategies to make this happen. However, in some subjects, some pupils do not remember this important content. This means that they are not able to build on these concepts when they next encounter that topic. Leaders should strengthen practice so that pupils remember the key knowledge that leaders have identified as important.

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

Unique reference number	101508
Local authority	Brent
Inspection number	10227092
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair of governing body	Mostaque Ahmed
Headteacher	David Syed
Website	www.northview.brent.sch.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school 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 of the school.

- Inspectors held meetings with the headteacher, the deputy headteacher and other school leaders.
- They also met with members of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, history, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked more briefly at other subjects, either looking at samples of pupils' work, speaking to leaders about the curriculum or discussing learning with groups of pupils.
- Inspectors reviewed safeguarding arrangements by checking safeguarding records, and talking to leaders, staff, parents, pupils and governors.
- Inspectors considered a range of evidence related to behaviour, attitudes and personal development by meeting with leaders, talking to pupils, observing them at play and around the school, and reviewing relevant documentation.
- Inspectors spoke to parents as they brought their children to school, and took account of the responses to Ofsted's online Parent View survey.

Inspection team

Jeanie Jovanova, lead inspector Ofsted Inspector

Meena Walia Ofsted Inspector

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