

Inspection of Convent of Jesus and Mary RC Infant School

21 Park Avenue, London NW2 5AN

Inspection dates: 13 and 14 December 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2010.

What is it like to attend this school?

Nestled within a nurturing environment, pupils at Convent of Jesus and Mary Catholic Infant School thrive in an atmosphere of happiness and positivity. The school has high aspirations for all pupils from the moment that they arrive in Nursery. Many lessons revolve around the school's gardens, and pupils become curious learners. Pupils talk confidently about what they are learning and take pride in all of their work. They achieve highly and are very well equipped for their next stage of education.

Pupils exhibit exemplary behaviour, underscoring the importance of fairness and respect. Guided by the school's vision, pupils engage attentively in lessons. They demonstrate politeness and consideration in their interactions with peers and staff alike.

Pupils benefit from high-quality learning experiences throughout the school. In particular, pupils like the school's unique assets, such as its very own museum. This space encourages pupils to explore, among other things, the school's history. Chrystal, the crested gecko, and other school animals help pupils to learn about the importance of caring for others.

Pupils are helped to develop their skills and talents by attending a wide range of extra-curricular clubs, including science, chess and sports. Pupils get the chance to benefit from additional music sessions, which enrich the curriculum.

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

The school has created a highly ambitious curriculum that aims to capture pupils' interests and excite them in their learning. The school identifies the most important knowledge that pupils need to know in each subject. Staff identify the needs of all pupils, particularly those with special educational needs and/or disabilities (SEND). The school makes excellent use of the school grounds to support pupils' learning throughout the year. This has created a curriculum that is connected in meaningful ways. As the seasons change, pupils observe and learn about nature and the world around them. For example, they check how well their plants are growing from the bulbs they planted earlier in the year.

Reading is prioritised. Staff have received training to ensure that the phonics programme is delivered consistently well. Pupils develop a very secure knowledge of the sounds that letters make. Beyond phonics, pupils' reading knowledge is further developed through, for example, dedicated reading time with adults. Staff read stories to pupils in the much-loved library area. Times like this really captivate pupils' interests and imaginations. Staff also help to develop pupils' love of books and reading. Pupils were keen to talk about their favourite books and authors.

Staff address pupils' additional needs effectively, including those with SEND. Pupils with SEND benefit from the expert support offered by staff to learn successfully

alongside their peers. Pupils progress very well through the curriculum and achieve high standards.

The school prioritises pupils' personal development. The curriculum emphasises opportunities for pupils to learn about staying healthy and safe, including online. Routines like the 'daily mile' and a wide range of engaging outdoor activities all contribute to supporting pupils' understanding of health and well-being. Pupils have lots of opportunities to take part in performances. For example, during the inspection, children in the Nursery class shared their nativity performance with parents and carers. The proportion of pupils who take part in these many enrichment opportunities is high, including pupils with SEND.

The school has consistently high expectations of pupils' behaviour. Children in early years quickly settle into the school's routines. They listen attentively and are engaged in their learning. Children are particularly keen to find out which activities they have been given. For example, they really like it when teachers attach an activity next to each child's 'Mini Me'. Teachers check regularly what pupils have learned through the curriculum.

Pupils are sensible as they move around the school, including at breaktimes. Pupils rates of attendance are high. Leaders engage with families positively and this helps everyone to work together effectively for the benefit of pupils' all-round learning and development.

Leaders and governors consider staff workload when they make decisions. Staff value the many opportunities that they have to work with each other and to develop their expertise.

Parents are overwhelmingly positive about the provision on offer and the support that they and their children receive. Parents are particularly pleased with the home learning resources which staff provide. They feel that staff are really good at supporting pupils' well-being, including helping them to manage routines.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101544
Local authority	Brent
Inspection number	10267881
Type of school	Infant
School category	Voluntary aided
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair of governing body	Robert Allan
Headteacher	Elsa Fonseca
Website	www.cjminfantschool.co.uk
Date of previous inspection	28 September 2010, under section 5 of the Education Act 2005

Information about this school

- This is the first inspection since the school federated with St Mary Magdalen's Catholic Junior School in November 2021.
- The school has a Roman Catholic religious character. The school had its last section 48 inspection by the Archdiocese of Westminster in January 2023.
- The school does not use any alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors met with the headteacher and assistant headteacher. They also met with members of the governing body, including the chair of governors and spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, design and technology and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. They also spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to some parents and considered the responses to the Ofsted online parent survey, Ofsted Parent View. They reviewed the responses to the Ofsted online staff and pupil surveys.

Inspection team

Adam Vincent, lead inspector	His Majesty's Inspector
Rekha Bhakoo	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector

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