

Roe Green Infant School

Inspection report

Unique Reference Number	101512
Local Authority	Brent
Inspection number	286089
Inspection date	9 July 2007
Reporting inspector	Derek Watts

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	436
Appropriate authority	The governing body
Chair	Mr George Montgomery
Headteacher	Mrs Judith Bijlani
Date of previous school inspection	30 April 2001
School address	Princes Avenue Kingsbury London NW9 9JL
Telephone number	020 8204 3531
Fax number	020 8905 0256

Age group	3-7
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Roe Green Infant is a larger than average sized primary school. Pupils come from a range of ethnic backgrounds with Indian, other Asian and Black African being the largest groups. Over 90% of pupils speak English as an additional language and a significant number of these are at an early stage of learning English. Around twenty per cent of the pupils are new to the United Kingdom and a significant number of these have limited English and have had little or no previous schooling. The proportion of pupils with learning difficulties is above average. The proportion eligible for free school meals is also above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Roe Green Infants is an outstanding school. Pupils make exceptionally good progress from their low starting points and reach above average standards by the end of Year 2. Pupils' personal development and well being are outstanding. Parents hold very positive views about the school. A parent correctly commented, 'This is an excellent school and children make really good progress. This is due to strong leadership and excellent teaching'. Other typical comments were, 'I am very happy with my child's progress' and 'We are very happy with the teaching' and 'The school is brilliant'.

Excellent leadership and management are the key to the school's success and to the outstanding improvements made. An experienced and established headteacher provides outstanding leadership. She is extremely well supported by senior staff and subject leaders who all make a valuable contribution to the school's performance. Thorough reviews of practice mean that the school has an accurate view of how well it is doing and takes effective action to bring about improvements. The school knows how well each individual is doing because of highly effective assessment and tracking systems. A culture of high expectations pervades all aspects of the school. Teamwork is exceptionally good and staff share a strong commitment to providing high quality education for all pupils. The school works well with parents so that they can support their children. It is keen to extend this provision so that even more parents are fully involved in their children's learning.

Outstanding care, guidance and support contribute significantly to pupils' academic and personal development. In this extremely positive school community, all pupils are valued and thrive. Racial harmony and an appreciation of different cultures are real strengths of the school. Very effective induction procedures mean that children entering the Nursery and those joining later settle quickly and make outstanding progress. Pupils thoroughly enjoy school and this is reflected by their keen participation in all activities. High expectations, well known reward systems and excellent relationships lead to exemplary behaviour. Pupils demonstrate extremely good understanding of the importance of healthy lifestyles and how to keep safe. They readily take on additional responsibilities to help others in school and the wider community. Assessment is used extremely well to plan teaching and to set individual learning targets so pupils know what they are working towards to improve.

High quality and stimulating provision in the Foundation Stage means that children in Nursery get off to an excellent start. In Nursery and Reception, children make outstanding gains in all areas of learning. By the time they enter Year 1, standards are in line with those expected for their age except in communication, language and literacy. The exceptionally good progress continues in Years 1 and 2 because of outstanding teaching. By the end of Year 2, standards are above average in reading, writing and mathematics. Effective action has been taken recently to raise standards in reading so they are in line with writing and mathematics. Provision for information and communication technology (ICT) has improved considerably since the last inspection and pupils use technology well to support their learning in different subjects. An excellent range of additional activities enriches an outstanding curriculum. Pupils are extremely well prepared for the next stage of their education.

What the school should do to improve further

- Build on the partnerships with parents so that most are fully involved in supporting their children's learning.

Achievement and standards

Grade: 1

Throughout the school, achievement is outstanding. Children enter the Nursery with knowledge and skills much lower than expected for their age. Language skills are particularly low. Children at an early stage of learning English make exceptionally good progress in acquiring and using English. Children reach expected standards in most areas of learning by the end of Reception but because of their low starting point, standards are below average in communication, language and literacy. In the 2006 assessments for Year 2, standards were above average in writing and mathematics but only just above average in reading. Standards in the current Year 2 are now above average in reading because of effective action taken by the school. Standards are also above average in science and good emphasis has been placed on improving pupils' scientific skills. As a result, more pupils are attaining the higher levels. All groups of pupils are making exceptionally good progress. More able pupils are challenged and extended because of targeted teaching and tasks are well matched to their needs. Those with learning difficulties receive very effective support and, consequently, make excellent progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Children in the Nursery share, take turns, work and play extremely well with others. A parent wrote, 'My child has gained in confidence and enjoys learning'. Across the school, pupils have very positive attitudes to learning and their behaviour in lessons and in the playground are excellent. They are friendly, polite and have excellent relationships with adults and amongst themselves. A pupil commented, 'Everyone is happy and joyful here'. The school has worked hard to promote good attendance and discourage extended visits abroad. As a result, attendance has improved to average levels. Pupils have a very clear understanding of how to lead a healthy lifestyle. They enjoy physical activities and choose healthy foods at lunchtime. Parents have commented that because of the school's healthy eating policy and influence, children are drinking more water and eating more fruit at home. Pupils who have special responsibilities such as class representatives take their roles seriously. Pupils contribute very well to the wider community by raising funds for a wide range of appeals and charities. Outstanding progress in literacy and numeracy, above average standards and excellent social skills mean that pupils are extremely well prepared for their future.

Quality of provision

Teaching and learning

Grade: 1

As a parent commented, 'Teachers make education so much fun and exciting. I wish I was a child again'. Teaching in the Foundation Stage provides an excellent blend of direct focused teaching and opportunities for children to explore, be creative and work independently. All teachers share the purpose of the lesson well so pupils know what they are expected to learn. Classrooms are attractive, stimulating and extremely positive learning environments. Teachers' enthusiasm and strong subject knowledge motivates and inspires the pupils. Pupils respond exceptionally well to teachers' high expectations of learning and behaviour. Instructions, explanations and demonstrations promote learning extremely well. The development of language

successfully pervades all activities. As a result, pupils make exceptionally good progress in their speaking and listening. Skilful questioning by teachers challenges pupils' thinking and checks their understanding. Assessment is used effectively to match tasks to pupils' different abilities and needs. Consequently, pupils are challenged well, their interest is maintained and they make outstanding progress. Teaching assistants are well trained, effectively directed and provide high quality support for pupils. The marking of pupils' work is helpful and encouraging. In particular, constructive comments guide improvement. Pupils correctly remarked, 'Learning is fun and our teachers help us a lot'.

Curriculum and other activities

Grade: 1

The curriculum enables pupils to make outstanding progress and contributes exceptionally well to their personal development. The Foundation Stage curriculum provides stimulating activities in all areas of learning. The exciting outdoor activities are particularly impressive and much enjoyed by the children. Provision for English and mathematics is highly effective and contributes to pupils' outstanding achievement in literacy and numeracy. In science there is strong emphasis on developing skills through practical investigations. ICT is used well to support teaching and learning in a range of areas. High quality artwork and display enhance all topics. An outstanding range of trips, events and clubs enrich the curriculum. Popular clubs include craft, cricket, football, Indian dance, mathematics, ready steady cook and writing. These are very well run and managed by the teaching assistants.

Care, guidance and support

Grade: 1

Highly effective procedures ensure pupils are safe and secure at school. High quality provision and support for all pupils including those at an early stage of learning English, those with learning difficulties and the more able enables all to make outstanding progress. The school has positive partnerships with parents and provides a range of workshops to help parents to understand the education system and support their children's learning. The school is keen to extend this provision and support. Assessment information is used exceptionally well to set challenging individual learning targets in English, mathematics and science. As a result, pupils know what they are aiming for to improve their performance in key areas.

Leadership and management

Grade: 1

Leadership and management are successfully promoting outstanding educational provision and this results in excellent outcomes for pupils. The headteacher's outstanding leadership has gained the absolute confidence and respect of pupils, parents and staff. With her staff, she has created a very positive school climate, where expectations are high and all pupils are included and highly valued. Leadership responsibilities are effectively shared among the teaching force. Through initiatives, such as the 'Leading from the Middle', evaluation skills are well developed so that all leaders are highly effective in monitoring and promoting improvement in their areas of responsibility.

Self evaluation is rigorous and thorough although the school has been modest about some of its achievements. Nevertheless, it has an accurate overview of its strengths and the areas in

need of improvement. Leaders have taken positive action recently to raise standards in reading and improve investigative work in science. Since the last inspection, standards have improved from below average to above average, ICT provision has improved considerably and subject leaders are far more effective in their roles. The school has demonstrated an outstanding capacity to improve. The members of the governing body are committed and supportive. They have an extremely good understanding of the school's performance and appreciate the fine work of a very professional staff.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 July 2007

Dear Pupils

Inspection of Roe Green Infant School, London, NW9 9JL

Thank you so much for welcoming me into your school and showing me your work. I thoroughly enjoyed my visit and would like to tell you what I found out. Roe Green Infants is an excellent school so you can all be very proud of yourselves, the headteacher and staff.

These things are strengths of the school.

- You clearly enjoy school and take part in all activities with enthusiasm.
- Your attendance has got better. Please keep this up.
- Children in Nursery and Reception get off to an excellent start.
- Teaching is excellent which is why you learn so much and make outstanding progress.
- By the end of Year 2, most of you have gained good skills in reading, writing, mathematics and science.
- You are friendly, polite and get on very well with other pupils and adults.
- The school provides a fantastic range of learning activities with excellent additional clubs and visits.
- Your behaviour is outstanding in and around the school.
- Staff know you really well, they take very good care of you and give you excellent support.
- Your headteacher is an excellent leader and she is very well supported by other staff.
- Your parents are very pleased with the excellent care and education provided.

There is just one thing the school has been asked to consider.

- The school could work closely with more parents so that they can help and support your learning.

Finally, thank you once again for all your help. I wish you all the best for the future.

With kind regards

Derek Watts Lead inspector