



John Keble CofE Primary School

Inspection Report

Unique Reference Number 101534
Local Authority Brent
Inspection number 286101
Inspection dates 28 February –1 March 2007
Reporting inspector Daniel Kilborn

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

Type of school	Primary	School address	Crownhill Road
School category	Voluntary aided		London
Age range of pupils	3–11		NW10 4DR
Gender of pupils	Mixed	Telephone number	020 8965 5072
Number on roll (school)	399	Fax number	020 8838 2507
Appropriate authority	The governing body	Chair	Fr. Michael Moorhead
		Headteacher	Ms Miriam Rinsler
Date of previous school inspection	11 January 1999		

Age group 3–11	Inspection dates 28 February –1 March 2007	Inspection number 286101
--------------------------	--	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

This large school serves a community with high levels of social and economic disadvantage. The proportion of pupils eligible for free school meals is above average, as is the proportion of pupils who have been identified as having learning difficulties. Most pupils are from Black British and Black African heritage although over forty languages are represented. A significant minority has English as an additional language. Pupil mobility is high and, in addition there has been a significant number of changes in teaching staff during the two years since the school came out of Special Measures.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education and has improved steadily in all aspects of its work since the previous inspection. This is as a result of the determined leadership of the head teacher supported well by staff, governors and the local authority. Most of the parents who responded were happy with the education provided by the school and felt there were now much closer links between home and school. As one parent commented, '- I have been very impressed by the strides the school has made over the past two years.'

Children make a good start to their education in the Foundation Stage. When most children enter the Foundation Stage their attainment is well below what is normally expected of three-year-olds. They make good progress, but most are unlikely to reach the level expected nationally by the time they move to Year 1. Throughout the school most pupils achieve satisfactorily although standards are below national averages by the end of Year 6. Standards have risen steadily since 2004 and the steady upward trend looks set to continue. Standards in writing are broadly average and pupils achieve well. Pupils' standards in reading, mathematics and science are still not high enough. This is because the teaching of letter sounds is not systematic and there are not enough opportunities for pupils to use and apply their knowledge to investigations in mathematics and science. A small minority of Black African and Caribbean boys underachieve. The school has introduced a variety of strategies and initiatives which are beginning to have an impact on the behaviour, attitudes and achievement of this minority. Teaching and learning are satisfactory. Although good and some outstanding teaching was seen during the inspection, there is still not enough of this quality. Work is not always matched appropriately to pupils' needs and, whenever this happens, pupils do not make enough progress.

There is a satisfactory curriculum which includes good opportunities for enrichment and sport. There is an increasing emphasis on developing topics more matched to pupils' interest and cultural heritage. Care guidance and support are satisfactory and there is good provision for vulnerable pupils and those with learning difficulties. Pupils' spiritual, moral, social and cultural development and their personal development and well-being are satisfactory. Most pupils enjoy school, have satisfactory attitudes to work and adhere to the school code of conduct. They have good knowledge of how to lead a healthy lifestyle and how to stay safe. Pupils make a sound contribution to the school and local community. They are prepared adequately for their future economic well being.

Leadership and management are satisfactory. Self-evaluation is accurate and has identified the key priorities for improvement. It is based on a good range of data and tracking information. This is beginning to have an impact on improving teaching, standards and achievement although the role of subject coordinators needs strengthening. There is a strong commitment to school development and good capacity for further improvement.

What the school should do to improve further

- Raise standards in reading, mathematics and science by ensuring greater consistency in the teaching of letter sounds and providing more opportunities for pupils to use and apply skills learned in mathematics and science.
- Improve the quality of teaching and learning by ensuring work is better matched to pupils' needs.
- Extend the role of subject coordinators to include more rigorous monitoring of teaching and learning.

Achievement and standards

Grade: 3

Children make good progress in the Foundation Stage. This is an improvement since the previous inspection and is building a more secure base for learning. Despite the good progress, most do not reach national expectations when they enter Year 1. Progress is satisfactory up to Year 2, although standards are well below national averages. Most pupils achieve satisfactorily in Years 3 to 6 although standards overall are still below national averages. Pupils have made good progress with writing and standards are broadly average. The school is aware that standards in reading, mathematics and science should be higher. There are weaknesses in pupils' knowledge of letter sounds and in their abilities to apply their learning in mathematics and science in investigative and problem solving activities. This has a detrimental effect on standards overall. Standards have, however, shown a steady rise over the past three years and pupil targets are usually met. There is some underachievement amongst the Black African and Caribbean boys. Whilst improving, this has been a recurring trend over time. Most pupils from minority ethnic backgrounds who are at the early stages of learning English and those pupils who have learning difficulties make similar progress to others. Where there is additional small group and individual support their progress accelerates.

Personal development and well-being

Grade: 3

Most pupils enjoy school and behave appropriately. They have a secure understanding of how their actions affect others. On occasions, a very small minority demonstrate inappropriate behaviour. Pupils say that on the few occasions when bullying occurs it is dealt with appropriately. The good support systems are beginning to take effect and the previously high exclusion rate is falling. Attendance is below the national average but is improving as a result of good school and local authority initiatives. Pupils willingly take on responsibilities and are proud to be playground monitors and school councillors. However, pupils' skills in working independently are underdeveloped. Those pupils new to the school say they soon made new friends. The strong links with organisations such as the local churches give pupils a satisfactory understanding of how they might contribute to their community. Pupils' literacy and numeracy skills prepare them adequately for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are improving as new teachers begin to settle in. The senior managers, who are good role models in their own teaching, have established strong teamwork and more consistency in establishing priorities to improve pupils' learning. This has been particularly successful in improving pupils' writing, behaviour and attitudes to learning. Whilst work has started to address inconsistencies in the teaching of reading, mathematics and science, some weaknesses remain. The school recognises that now pupils' behaviour and attitudes have improved there is scope for the teaching to be more adventurous in this regard. Teachers have good relationships with pupils and lessons have a clear purpose and success criteria that are shared with them. This helps their understanding of what they are expected to learn and how well they have achieved. Assessment has improved significantly since the previous inspection and is beginning to have a positive impact on learning. However, the use of the good tracking and classroom assessment systems is not yet fully effective. As a result, some of the work is either too easy or too hard for the pupils.

Curriculum and other activities

Grade: 3

The curriculum has improved since the previous inspection. There is a good Foundation Stage curriculum. In Years 1 to 6, the school is working more effectively towards meeting the needs of its diverse community. The school has rightly prioritised the development of basic skills and has introduced some successful initiatives that are beginning to raise achievement in speaking and listening and reading and writing. Pupils have appropriate opportunities to develop their self-confidence and leadership skills through speaking and listening activities, assemblies and as school monitors and councillors. This adds to their preparation for future economic well-being. The curriculum does not yet offer enough opportunities for pupils to practise and apply their basic skills in investigative learning nor to link subjects sufficiently together to help make learning more relevant. There is a satisfactory range of extra-curricular activities, visits and visitors. For example, there are good opportunities for pupils to play steel drums, sing and play team games.

Care, guidance and support

Grade: 3

Staff know pupils and their families well. Pupils say that since playground buddies have been introduced to help to ensure that playtimes and lunchtimes run smoothly, they feel happier and safer. The school liaises with a wide range of agencies and works closely with parents to support learning. Child protection procedures are secure. Vulnerable pupils are given constructive support enabling them to be fully included in school life. Pastoral support and guidance for pupils at the early stages of learning

English and those pupils who have learning difficulties is good. Academic guidance is satisfactory. There has been good improvement in assessment and tracking systems. For example, the termly discussions between teachers and senior managers about individual pupils' progress are proving successful. There is still work to be done to embed the systems more securely to ensure pupils make better progress.

Leadership and management

Grade: 3

In the two years since the school came out of Special Measures the head teacher, ably supported by the senior managers, has kept the school on a steady upward path despite the challenge of high pupil and teacher mobility. The gradual upward trend in pupils' standards by the end of Year 6 since 2004 looks set to continue, and the overall achievement of pupils is satisfactory. The school development plan provides a clear focus for further improvement. Subject leaders are beginning to take a more influential part in school development. For example, writing has improved as a result of a whole school project. However, many coordinators are new and have not yet had a significant impact in raising standards and achievements in reading, mathematics and science. Teachers new to the school receive appropriate support from senior managers. Governors, led by a hardworking executive group, have supported the school well through its past difficulties and are now increasingly holding the school to account for its performance and are well aware of the school priorities.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

I am writing to thank you for the friendly welcome we received on our recent visit to your school. I would also like to tell you what we found out. We think that your school gives you a satisfactory education and is improving. We know that with your help, the headteacher and all the staff in the school will make your school even better. We enjoyed hearing you sing and playing the steel pans. We would like to thank the school council for sharing their views with us and were very pleased to see how the 'Yellow Caps' help to make you feel safe at playtimes. We know that you all get on well together, and children new to the school said how quickly they settled and made new friends. Most of you work hard in your lessons and the teachers make some of these interesting, challenging and enjoyable. We have asked the headteacher to make sure that all your lessons are like this so that the work you do is not too easy and not too hard. We think that there are still a few boys in particular who could help more by trying harder and behaving better. You are doing well with your writing and we saw some lovely pieces of work. We think you could do better in reading, mathematics and science and have asked the teachers in charge of these subjects to help you improve. You tell us there is always someone to help you if you are concerned about anything. We know that your teachers and visitors to school teach you about healthy eating, keeping safe and the importance of taking regular exercise. Good luck for the future Mr D Kilborn (Lead Inspector)