

# The Annunciation RC Junior School

## Inspection report

---

<b>Unique Reference Number</b>	101342
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	307657
<b>Inspection date</b>	29 November 2007
<b>Reporting inspector</b>	Keith Williams

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Nnochiri
<b>Headteacher</b>	Ms M McManus
<b>Date of previous school inspection</b>	16 June 2003
<b>School address</b>	The Meads Burnt Oak Edgware HA8 9HQ
<b>Telephone number</b>	020 8906 0723
<b>Fax number</b>	020 8906 0377

---

<b>Age group</b>	7-11
<b>Inspection date</b>	29 November 2007
<b>Inspection number</b>	307657

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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 an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, particularly the reasons for the school's success in national tests; teaching and learning; personal development and well-being; care, guidance and support, including the extent to which pupils understand their targets; and leadership and management, particularly the extent to which self-evaluation is giving leaders an accurate view of the school's effectiveness.

Evidence was gathered from: lesson observations, discussion with staff, pupils and a governor, the scrutiny of pupils' work, assessment data and documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This average size junior school is situated in a culturally and socially diverse area. The largest ethnic groups represented are those of White British, Black African and Irish heritage. Broadly average proportions of pupils are learning English as an additional language, are eligible for free school meals or have been identified with learning difficulties. The numbers joining the school who are new to learning English are steadily increasing.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

There are many reasons why this outstanding school is successful. Of greatest significance is the combination of high quality teaching, leadership and care, pupils' eagerness to learn and the support given by their parents. As a result of this potent mix, pupils make excellent progress in their academic and personal development, including their spiritual, moral, social and cultural development. Pupils arrive in Year 3 with standards that are well above average. The school rises to the challenge of building on their previous learning extremely well so that, by the end of Year 6, standards are exceptionally high. This is reflected in national test results in recent years and, even with pupils' impressive starting points, their performance represents a high level of achievement.

Staff leave no stone unturned in their efforts to ensure that pupils fulfil their potential. Systems to assess pupils' work are rigorous and the information is used very well to track their progress. Consequently, staff have a very clear picture of how individual pupils are doing, who needs extra help and who is capable of harder work. This works very well and, because expectations are high, ensures that pupils of all abilities and backgrounds achieve their best. Skilful questioning in lessons adds to the information that teachers have about pupils' understanding, so they can match work to pupils' differing needs. Misconceptions are dealt with sensitively which means that pupils are not afraid to make mistakes as they learn new work. If pupils do not understand, they say so. Pupils are given very good feedback and clear targets for improvement. Older pupils, in particular, have a very detailed knowledge of the levels at which they are working, and pupils of all ages understand what they need to do to improve.

The pursuit of academic excellence in English, mathematics and science is not at the expense of pupils' learning in other subjects. Staff share the responsibility for delivering a broad and balanced curriculum and for leading developments in their own areas of responsibility. Pupils report that teachers provide interesting and exciting lessons that capture their imagination and they cite a wide range of subjects amongst their favourites. Music provision has improved since the last inspection and a strong focus on art is reflected in many examples of high quality work on display. Physical education is very popular, too, and pupils appreciate the involvement of the sports coach. A very good range of visits and visitors add to pupils' enjoyment and provide many opportunities for extending their learning beyond the classroom.

Pupils are cared for very well. Checks on the suitability of adults to work with children are robust and a careful eye is kept on pupils who are potentially vulnerable. Very good support for pupils with learning difficulties means that they achieve as well as their classmates. The very capable teaching assistants contribute significantly to this provision and the school makes excellent use of its links with outside agencies. Pupils learning English as an additional language are fully included in lessons and able to achieve their best. Pupils thrive in this caring, supportive atmosphere and they are very well prepared for their future lives. They make the most of their opportunities in and out of lessons. Behaviour around the school is excellent and pupils report that they feel safe because bullying is extremely rare. As a result, pupils enjoy break-times and the school council is rightly proud of its success in improving the range of play equipment available. Pupils have a very good understanding of how to lead healthy lifestyles and they follow these principles by making healthy choices at lunchtime.

There is a very strong sense of teamwork and a climate of high expectations and all staff share the drive to maintain high standards and improve provision even further. Staff expect a lot of

themselves and are unanimous in their view of why the school is successful: 'hard work.' The excellent headteacher ensures that complacency is not tolerated. Staff share the responsibility for monitoring the school's work and they have an excellent understanding of the school's effectiveness and how it might be improved. Governors contribute very strongly to evaluating the school's work and holding the leaders to account. Most parents are overwhelmingly supportive, one noting, 'My child is making excellent progress year on year.' Another reflected the views of many in writing, 'I am really happy with the school and have never had any problems.' The school appreciates the support it gets from parents, particularly the role they play in supporting their children's education.

The school has no significant weaknesses and the leaders have outlined the areas it intends to develop in its improvement plan. Amongst these priorities, the school is currently improving the provision for information and communication technology (ICT) and is exploring ways of improving the way that computers are used in other subjects. They are very well placed to achieve this aim.

### **What the school should do to improve further**

- Improve ICT provision and the way that computers are used in other subjects by completing plans already underway.

**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](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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**

10 December 2007

Dear Pupils

Inspection of The Annunciation RC Junior School, Edgware, HA8 9HQ

Many thanks for the friendly way you welcomed me for your school's recent inspection. I enjoyed talking to you very much and watching you in lessons and on the playground. I am writing to tell you what I found out.

Many of you, and your parents, told me how much you enjoy school and that you feel you are doing well. I agree. I think your school is outstanding and there are many reasons why.

Your excellent headteacher and teachers make sure that you are safe in school and able to do your best in lessons. They try hard to make your lessons interesting and many of you told me that they are enjoyable. I was very impressed with how hard you all try in lessons and how keen you are to learn. This is why the standard of your work is very high. Your behaviour - in lessons and outside - is excellent. Well done and keep it up! Congratulations to the school council. You are right to be proud of your efforts.

One of the hardest jobs when a school is so good is to make sure that it keeps on doing well. I know that you will want to help your teachers by doing your best at all times. Your teachers want your school to get even better and you will know that your new computer suite is nearly ready. This is really exciting and I am pleased that your teachers are going to find even more ways of helping you to use computers in lots of subjects.

Once again, I thank you for your help. I really enjoyed my day in your school and I wish you good luck for the future.

Yours sincerely

Keith Williams

Lead Inspector