

Roe Green Infant School

Inspection report

Unique Reference Number	101512
Local Authority	Brent
Inspection number	335735
Inspection dates	6–7 July 2010
Reporting inspector	Sarah Conway

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	George Montgomery
Headteacher	Richard Holmes and Judith Bijlani
Date of previous school inspection	9 July 2007
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Introduction

This inspection was carried out by four additional inspectors. They saw 19 lessons or part-lessons and 19 teachers. Meetings were held with pupils, parents, carers, staff and governors. Inspectors observed the school's work, and looked at school policies, the school development plan, monitoring records, minutes of governing body meetings and 91 parent questionnaires, together with questionnaires completed by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current attainment and progress of all groups of pupils
- provision for pupils with special educational needs and/or disabilities to determine how well their needs are met
- how well the Early Years Foundation Stage prepares pupils for Key Stage 1
- the contribution of subject leaders to the leadership and management of the school
- the ways in which the school has promoted, planned for and evaluated community cohesion.

Information about the school

Pupils who attend this larger than average size infant school are from a variety of minority ethnic backgrounds with 'Indian, other Asian (mostly Tamil), Pakistani and other White background (mostly East European) being the largest groups. The very large majority speak English as an additional language, with nearly half at an early stage of acquiring English. The proportion of pupils with special educational needs and/or disabilities is lower than other schools; most of this group have some form of learning difficulty that includes language and communication difficulties. The proportion of pupils known to be eligible for free school meals is higher than average. The school has achieved Healthy School status. In view of the longstanding headteacher's plans to retire, the governors were determined to secure ongoing improvement and appointed the current deputy headteacher as co-headteacher at the beginning of the year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school which meets the very diverse needs of all its pupils exceptionally well. The key to the school's success over a number of years is due to the strong leadership of both headteachers. The job share arrangement is very effective with both headteachers relentless in their pursuit of the very best outcomes for all their pupils whatever their backgrounds. Staff members work closely together to evaluate where they are less successful so that they can quickly plug any gaps in pupils' experiences. As one parent said, 'Roe Green is one big loving family. Every member of staff supports and nurtures the development of the whole child.'

As a result of knowledgeable and exciting teaching, attainment is above average and pupils make outstanding progress. Children start the school with skills and abilities well below those usually expected for their age. They make good progress in the Nursery and Reception classes in most areas, and exceptional progress in their personal and social development. This means they are well prepared for Key Stage 1 and able to make the most of the range of experiences provided. The language development of children who join in Reception is very low and this contributes to slower progress overall. Pupils with special educational needs and/or disabilities make outstanding progress because the school has the right strategies in place to support and guide them. Excellent support is given to the many pupils with English as an additional language and the curriculum is adapted well to meet their needs. As their confidence improves, the progress they make accelerates and they too achieve highly.

Adults' attention to the welfare of their pupils means that they feel very safe. Pupils have an excellent understanding of how to eat healthily and are keen advocates for a healthy lifestyle. During the inspection, pupils were eager to share with inspectors their pride in the school. They play a large part in contributing to the harmonious atmosphere of the school and take their responsibilities seriously. The school has a deservedly high reputation in the local community. The school has worked closely with partner agencies so that attendance levels are now securely average. Parents and carers understand the importance of regular attendance, but still take children on extended holidays. Pupils' good literacy and numeracy skills mean that they are well prepared for the future. Spiritual, moral social and cultural development is outstanding. Pupils show a high level of respect for the different cultures and faiths represented in the school and are caring of each other. Opportunities for them to have direct experience of other communities in the United Kingdom are limited.

Pupils' behaviour is exemplary and, although from a range of different backgrounds, pupils work and play extremely well together.

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Staff and governors share their headteachers' ambitions and are united in their commitment to include all pupils, whatever their background or ability, and to enable them to fulfil their potential. Leaders have high expectations and subject leaders play a key role in driving up standards. Together with the meticulous approach to improving the involvement of parents and carers in their children's learning, this demonstrates leaders' outstanding capacity for sustained improvement. Governance is good, but not yet outstanding. This is because, although they collate parents' and carers' views, they do not yet systematically use their views to develop the school. Safeguarding and child protection procedures are securely in place, but not all governors are equally knowledgeable.

What does the school need to do to improve further?

- Improve the progress that children make in developing their language skills in the Early Years Foundation Stage so that they make even better progress.
- Develop pupils' knowledge of how different communities live in the United Kingdom by linking the school more closely to other schools and organisations.
- Develop the role of governors by:
 - making more systematic use of parents' and carers' views in decision making.
 - ensuring all governors have a secure knowledge of safeguarding procedures.

Outcomes for individuals and groups of pupils**1**

Excellent learning takes place in very well-planned lessons. All pupils who were asked said how much they enjoyed school. Children arrive in the Nursery with very low personal, language and communication skills. The rapid progress they make across the Early Years Foundation Stage means that they enter Key Stage 1 well prepared for the next stage in their learning. Language skills remain low and a number of children who join the school in Reception still have some way to go to catch up with their peers. By the end of Key Stage 1, pupils have made even faster progress and this year achieved above average outcomes in reading and mathematics. The improvement in reading on the previous year's results was due to the school putting in place strategies to improve comprehension skills. Many pupils who find writing a challenge go on to achieve the level expected for their age and some achieve the higher level. More able pupils make exceptional progress and a higher proportion than average attain the higher levels in both mathematics and reading.

Pupils have extremely positive attitudes to their work and are eager to learn. A key outcome is the development of pupils' confidence and self-esteem. They enjoy school because lessons are engaging and well adapted to meet a wide range of needs in a class. In one numeracy lesson more able pupils assumed responsibility for their learning by explaining different ways of solving a problem without being prompted. By Year 2 pupils have well-developed listening skills so they are able to draw on each others' ideas which speeds the pace of their learning. They are very clear about what constitutes a healthy lifestyle and ensure they make healthy choices in what they eat and drink. They

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know how important it is to take part in physical activity.

The school council actively seeks pupils' views on what should be improved. Pupils visit the local senior citizens' residential home and fundraise for a range of national and local charities. The 'Evergreen' room situated in the playground and shared with the junior school is completely self-sustaining. It contributes to pupils' clear understanding of sustainability issues. Pupils have a highly developed sense of right and wrong and are very aware of what may cause someone to be upset. They know what to do if they are anxious about anything and trust adults to resolve any concerns.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is outstanding. Teachers are particularly well-organised, ensuring each lesson builds on the last and that all pupils know what is expected of them.

Teaching is sharply focused to secure progress, particularly in developing key literacy and numeracy skills. Teachers use a range of strategies, helping all pupils to do well.

Teaching assistants make a significant contribution in helping pupils with special educational needs and/or disabilities to make outstanding progress. All adults are adept

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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at supporting children at an early stage of language acquisition to access lessons through the imaginative use of information and communication technology to illustrate unfamiliar language. One teacher mimed the meaning of 'catchy' to support pupils to write an effective headline for a newspaper which immediately caught their attention, stimulating them to produce a range of effective vocabulary. Most teachers make good use of assessment to plan the next steps in a lesson and to guide pupils to know what to do next.

The school's curriculum provides a rich and varied range of experiences. Teachers make very effective links across the curriculum so that pupils easily transfer learning from one lesson to another. Programmes for different groups are very effectively tailored to meet their needs which is why all pupils make outstanding progress. Pupils appreciate the extensive range of visits and after-school clubs which enriches the curriculum.

Relationships between adults and pupils are very good and there are effective processes and procedures in place for the care of all pupils. A few parents and carers expressed some concerns with transition arrangements between Nursery and Reception and the leader of Early Year Foundation Stage has plans in place to improve this area.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders have high expectations of staff and pupils alike, and all rise to the challenge. Challenging targets are set to secure further improvement. The school invests in its staff members who themselves are examples of the school's highly effective promotion of equal opportunities. Three members of support staff have been helped to train as teachers. They have remained in the school with one becoming a member of the leadership team. All groups of pupils have equal access to a range of experiences and achieve highly. Exceptionally talented subject leaders work as a team to improve outcomes across the school. They are innovative and resourceful. An example of this is the very effective provision of guidance with samples of work to support pupils to self-evaluate their work in art. Systems to check and improve the quality of teaching and learning are very robust and leaders at all levels are involved in school evaluation and planning for improvement. They have correctly identified writing as an area for improvement and have introduced year group targets to achieve this.

Governors ensure that all statutory requirements are met and hold the school effectively to account for pupils' performance. Parents and carers value the school highly and the

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school has worked hard to introduce a range of activities such as curriculum evenings to engage parents and carers in their child's learning. Governors do seek parents' and carers' views but they are not routinely involved in the decision making processes in the school.

The school works very effectively with a range of partners to promote pupils' well-being. The school has in place good systems to safeguard pupils. The reason this area is not outstanding is because not all governors have completed safeguarding training. The school is a highly cohesive community and the curriculum develops pupils' understanding of the global community, but leaders have yet to develop plans to extend pupils' experience of other communities in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter Nursery with limited communication skills and little understanding of number. With the help of very good teaching, children make good progress and are just below expectations when they leave the Early Years Foundation Stage. Those children who have not attended the Nursery and join the school in Reception also come in with communication skills which are well below age-related expectations. Targeted support ensures they quickly catch up.

Adults work hard to establish a calm and purposeful atmosphere so that children soon develop their confidence and learn to trust them. Adults provide good role models offering constant praise and reassurance. As a result, children are well mannered and considerate towards each other. Their behaviour is good and often exemplary. This

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outstanding progress they make in developing their personal and social skills contributes to the very positive attitudes to learning pupils display in Key Stage 1.

All areas are well structured and attractive which help children to access opportunities and resources easily. In the Nursery, adults make highly effective use of both the indoors and outdoors to plan imaginative activities which support children to develop their independence. Children in Reception cannot have continuous free access to the outside as it is shared with the junior school and children's safety would be at risk. The school addresses this by providing supervised play in the afternoon when children can have access to a wider area. Adults are meticulous in planning a range of activities which extend children's experiences and maximise the use of outdoor learning when they do have access securing good progress. This contributes to outstanding provision compensating for the constraints of a limited site.

Rigorous and ongoing assessment ensures that activities are well matched to children's needs. The leader of the Early Years Foundation Stage acknowledges that the involvement of parents and carers in inducting children into Reception could be improved. She is also planning to extend parents' and carers' involvement in contributing to children's learning journals.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A large majority of parents and carers reported that they are pleased with what the school provides and inspectors agree with them. A small minority felt their child is not making enough progress. This was not borne out by the inspectors who found progress to be outstanding. A small minority of parents and carers expressed concerns about transition arrangements and this issue was also raised in meetings with parents and carers. A few parents and carers felt that the school did not take account of their concerns or suggestions. Inspectors have recommended that governors involve parents and carers more in decision making in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roe Green Infant school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 91 completed questionnaires by the end of the on-site inspection. In total, there are 439 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	60	33	36	2	2	0	0
The school keeps my child safe	44	48	41	45	6	7	0	0
The school informs me about my child's progress	33	36	51	56	7	8	0	0
My child is making enough progress at this school	34	37	47	52	9	10	0	0
The teaching is good at this school	43	47	41	45	5	5	0	0
The school helps me to support my child's learning	43	47	42	48	6	7	0	0
The school helps my child to have a healthy lifestyle	47	52	41	45	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	36	46	51	9	10	0	0
The school meets my child's particular needs	38	42	39	43	10	11	1	1
The school deals effectively with unacceptable behaviour	34	37	52	57	3	3	0	0
The school takes account of my suggestions and concerns	32	35	45	49	11	12	2	2
The school is led and managed effectively	39	43	44	48	8	9	0	0
Overall, I am happy with my child's experience at this school	49	54	34	37	7	8	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 July 2010

Dear Pupils

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

I am writing on behalf of the inspectors who recently visited your school to thank you for the wonderful welcome you gave us. We really enjoyed talking to you and seeing you at work and play. Thank you so much for us allowing us to watch a little of your rehearsal for the school performance. We thought you were very good and so were your teachers in helping you.

We can see why you are so enthusiastic about your school as it is an outstanding place in which to learn. We found that standards in your work are above average and you make excellent progress. This is because of the outstanding leadership of your headteachers and other staff. It is also because of the very good teaching and your eagerness to learn. You behave so well in lessons and this helps you to learn faster. You feel very safe and trust the adults in the school to help you if you are worried about anything.

You have an outstanding knowledge of how to keep healthy. You contribute a great deal to the smooth running of the school and its happy atmosphere.

Even though your school is outstanding we have made some recommendations to help make it even better.

- We have asked governors to make better use of your parents' and carers' views to help make decisions about the school and to ensure they are all trained to keep you and the school safe.
- We have also recommended that teachers help younger children to improve how they use language so they can make faster progress.
- We have asked the school to think about how to give you more opportunities to meet children from other places in the United Kingdom.

We know you will continue to help everyone to make your school a great place to learn by behaving well and caring for each other. Well done for making your school so successful.

Yours sincerely

Sarah Conway

Lead inspector

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