

# John Keble CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	101534
<b>Local Authority</b>	Brent
<b>Inspection number</b>	335741
<b>Inspection dates</b>	15–16 July 2010
<b>Reporting inspector</b>	Raminder Arora

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr. Michael Moorhead
<b>Headteacher</b>	Sabina Nettey
<b>Date of previous school inspection</b>	27 February 2007
<b>School address</b>	Crownhill Road London NW10 4DR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons taught by 16 different teachers. They held meetings with the Chair of the Governing Body, parents, staff and pupils. They observed the school's work and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the school improvement plan. Inspection questionnaires were received from staff, pupils and 103 parents and carers.

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

- how far improvements have been made to attainment and progress in English, mathematics and science
- the quality of teaching and how well staff use assessment to plan work for pupils at the right level
- the effectiveness of strategies to promote good attendance and behaviour
- the effectiveness of leadership at all levels in making improvements since the last inspection.

## Information about the school

This is a larger than average primary school with a full-time Nursery. It serves an ethnically and socially diverse urban area with communities that are predominantly from Black African and Caribbean heritage. The proportion of pupils entitled to free school meals is much higher than that found in most primary schools. Over a half of the pupils speak English as an additional language and many are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. These are mainly moderate learning, and social and emotional difficulties. A higher than average proportion of pupils join and leave throughout the school year. In addition, there have been a number of staff changes during the last two years, including changes in the senior leadership team.

The current executive headteacher, who is also the headteacher of a local partner school, was appointed in spring term 2008 to lead the newly established federation. The federation comes to an end this academic year. The current deputy headteacher has been appointed as the acting headteacher from September 2010, pending the appointment of a substantive headteacher. Other new appointments include a deputy headteacher and an assistant headteacher.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment particularly in English and mathematics, and their behaviour and attendance.

The school is emerging from a period of significant upheaval. The many changes of teaching staff and senior managers in the last two years have impeded improvement since the last inspection. In spite of the many challenges faced by the school, it is now in position to move forward. The local authority is giving valued support and the partnership with the federated school has given clear direction to the school. There have been some recent positive improvements in pupils' progress, which, although uneven, is satisfactory.

Pupils enjoy school immensely, and this is endorsed by the overwhelming majority of parents. However, the overall attendance of pupils is low despite the steps taken to improve it. Pupils' behaviour is inadequate. Although pupils generally respond well in lessons that are interesting, in some lessons their behaviour disrupts learning. Around the school, and when not under close adult supervision, behaviour deteriorates. Pupils often display a lack of self-discipline which affects the well-being of others. The school's record of exclusions is high, and efforts are being made to reduce this figure. In general, however, pupils say that they feel safe in school. They have a good understanding of healthy living. The school is generally a harmonious community and most pupils make a positive contribution to the school and wider community.

The recent planned changes in leadership and management, school procedures and expectations have resulted in an increasingly positive view of the school within the local community. Staffing has stabilised and teachers wish to remain at the school. There have been a number of improvements. For instance, a focus on reading, writing and mental mathematics throughout the school has led to improved attainment, although more remains to be done. Support provided by the partner school, has also strengthened the accuracy of teachers' assessments of pupils' attainment, and staff are beginning to implement better quality tracking procedures. The governing body is very supportive of the school. Their active participation in the work of the school means that they are well placed to develop their roles and provide greater challenge.

The quality of teaching is satisfactory. Monitoring by the school and local authority shows there is a strong drive to improve teaching, and the proportion of good teaching

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is increasing. The quality of planning and marking is improving, although sometimes guidance to help pupils move on is insufficiently detailed. Teachers' expectations of what pupils can achieve are sometimes too low. The use of learning targets and assessment data to set work to match pupils' abilities, whilst satisfactory overall, is variable.

Pupils' achievement in relation to their very low starting points is satisfactory and improving because there is a good range of booster classes and 'catch-up' programmes in place. Attainment is low; for example, the unvalidated national tests results indicate that around half the Year 6 pupils attained the expected level in English and mathematics. Some subject initiatives have already been implemented, such as the plans to strengthen pupils' calculation skills and develop their use of mathematics across other subjects. However, it is too early to judge the effectiveness of these measures. The school, together with the local authority, has identified weaknesses and is tackling them with determination. The improvements to provision, because of the joint work with the partner school, and the strengthened management team demonstrates that the school has satisfactory capacity to improve.

**What does the school need to do to improve further?**

- Raise pupils' attainment in English and mathematics in Key Stage 2 by including more opportunities for pupils to use their writing and mathematics skills in other subjects.
- Improve the quality of teaching to make all lessons as good as the best by July 2011 by:
  - increasing the use of subject-specific targets that are shared and reviewed regularly with pupils
  - raising teachers' expectations of what pupils can achieve
  - ensuring consistency in marking to help pupils know what they need to improve
  - using assessment data to match work to pupils' abilities.
- Ensure that pupils behave appropriately in all parts of the school by consistently following the school's code of conduct.
- Work closely with parents to improve attendance.

**Outcomes for individuals and groups of pupils****4**

Although attainment at the end of Key Stage 2 has been consistently low over the last three years, it is now improving in English, and especially in reading and mathematics. Current school data indicates that in most classes, pupils are now making satisfactory progress, and some make good progress because of improvements in teaching. Pupils generally work well and make fast progress in Years 1 and 2, which continues in Years 3 and 4, but slows down in Years 5 and 6, where teaching is not as strong. More effective use of assessment to check on progress has resulted in improving outcomes for pupils.

Pupils say that adults deal with any rare occurrences of bullying effectively. They also comment on occasional fighting in the playground, especially when adults are not

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looking. Pupils behave satisfactorily in most lessons, but are boisterous and tend to show little consideration to others elsewhere in the school. In general, pupils are courteous to visitors and show respect for, and understanding of different cultures and beliefs. They speak knowledgeably about healthy living. The school council says that its views are taken seriously and it has been able to influence decisions. Pupils make valued contributions to the wider community with strong links to the church and the local residential home. Pupils are being suitably prepared for the future because of their positive attitudes to learning and the improving achievement levels in the acquisition of basic skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Although the overall quality of teaching is satisfactory, there is a balance of satisfactory and good classroom practice. Teachers share learning objectives with the pupils and so they know what they are expected to learn. Most teachers manage their classes well and create a positive climate for learning. Pupils behave better and make a positive contribution to their own learning where lessons are interesting and move at a good

<sup>1</sup> 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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pace. For example, in Years 1 and 2 where teaching is better, pupils make good progress as seen in a Year 2 literacy lesson, where they responded enthusiastically to opportunities to write descriptively about the night sky. This is not the case in all lessons, however, and where pupils lose interest their behaviour deteriorates.

Satisfactory use is made of interactive whiteboards to make presentations clear. In other classes, teachers do not always use assessment data effectively to match work to pupils' abilities, resulting in insufficient challenge so that the pace of learning slows. Pupils with special educational needs and/or disabilities and those who speak English as a second language make satisfactory progress because of well-targeted support

There is satisfactory provision in the curriculum for pupils' personal, social and health development. This contributes positively to the pupils' outcomes in these areas. The school is reviewing and revising the programme of work on pupils' personal development to ensure it meets their needs and tackles inadequate behaviour. The provision for literacy is improving, including projects to make writing more stimulating for boys. The mathematics curriculum is also being enhanced by the use of information and communication technology. The school provides a good range of clubs, trips and visitors. Provision for music has been improved, for instance pupils have the opportunity to play the steel pans.

Staff are caring and committed to the welfare of pupils. Late joiners and pupils who are at the early stage of learning English are welcomed into the school. They quickly settle into school life and make sound progress. There are sound links with a wide range of agencies to support pupils whose circumstances have made them vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The executive headteacher and the deputy headteacher provide clear leadership and together, they have laid some firm foundations for future improvement in attainment, behaviour and attendance. They have strengthened monitoring and are raising teachers' aspirations through setting more challenging targets. The partnership with another school is working well and is leading to improvements in the quality of teaching, monitoring and evaluation. Currently, the drive for improvement is very dependent on senior managers and the local authority support. However, the school is seeking to distribute leadership more widely with the middle leaders developing well into their new roles and keenly supporting improvements.

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The school is inclusive and the staff and the governing body ensure that discrimination in any form is not tolerated. Partnership with parents and the promotion of community cohesion are satisfactory. The school makes every effort to reach and involve all parents. The school promotes sound awareness of other faiths, beliefs and cultures through the curriculum and developing international links. Governors carry out their statutory duties, including those relating to safeguarding, satisfactorily. They are well supported by the local authority through training to further develop and support them in their role.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children join the school with levels of skills, which are well below those expected for their age, particularly in communication, language and literacy and their personal, social and emotional development. At the end of the Reception class, very few children attain the Early Learning Goals expected for their age. However, given their starting points, progress is satisfactory. Children of Black Caribbean and Black African heritage, who had made slower progress in 2009, show much improved progress this year in all areas of learning. This is mainly due to the recent improvements made to teachers' planning and the use of ongoing assessments of children's learning.

The provision for both indoor and outdoor learning is satisfactory and improving. Effective use is made of the programme for teaching letters and sounds to enhance children's development of reading and writing skills and this has begun to impact positively on learning in this area. There is an appropriate balance between adult-led activities and those that children choose for themselves. This is complemented well by



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the system for assessment of children's skills and aptitudes. High levels of enjoyment and involvement were noted in a music lesson led by the specialist teacher. There is some variation in the quality of support given by adults to groups, but most teaching is satisfactory. The Foundation Stage manager has reorganised the indoor resources and implemented effective joint planning. This has enabled the good teamwork that underpins the improving provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The majority of parents and carers who responded to the questionnaire are in support of the school and have no major concerns. They are unanimous in reporting that their children enjoy school. Almost all say the school keeps their children safe. While most are pleased with the quality of teaching, some have concerns regarding the leadership and management of the school. Inspectors found that the interim leaders have stabilised the school well to provide a climate for continuous improvement.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Keble C of E Primary 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 inspectors received 103 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	54	46	45	1	1	0	0
The school keeps my child safe	49	48	51	50	2	2	0	0
The school informs me about my child's progress	57	55	49	43	1	1	0	0
My child is making enough progress at this school	33	32	60	58	4	4	2	2
The teaching is good at this school	43	42	58	56	1	1	0	0
The school helps me to support my child's learning	36	35	58	56	6	5	3	3
The school helps my child to have a healthy lifestyle	37	36	55	53	3	3	3	3
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)	39	38	52	50	5	5	4	4
The school meets my child's particular needs	21	20	67	65	4	4	5	5
The school deals effectively with unacceptable behaviour	32	31	64	62	5	5	0	0
The school takes account of my suggestions and concerns	21	20	72	70	2	2	4	4
The school is led and managed effectively	27	26	60	58	8	8	3	3
Overall, I am happy with my child's experience at this school	42	41	57	55	2	2	2	2

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



19 July 2010

Dear Pupils

Inspection of John Keble C of E Primary School, London NW10 4DR

Thank you very much for the help and cooperation you gave us when we inspected your school. Although we can see that some things are getting better, we found other things, which the school should improve quickly, and your school requires a notice to improve. This means that inspectors will visit again to check on the progress that has been made.

You told you us that you enjoy going to school and feel safe there. You feel that you are listened to. Some of you are concerned about the behaviour in school but also feel that it is beginning to improve. Many pupils behave well in lessons, but sometimes poor behaviour disrupts learning for everyone. Everyone at your school is determined to make things better. We have asked the staff to be more consistent in their approach to tackling bad behaviour in and around the school and to enforce the school's agreed code of conduct.

The school makes satisfactory links with your parents and other agencies to look after you. We have asked the headteacher and staff to work more closely with your parents to improve your attendance, because some of you do not attend the school regularly.

The staff agree that they need to raise your attainment in mathematics and English, particularly in writing. There are a number of ways they intend to do this, including making sure you receive good teaching in all lessons, helping you to improve your work and giving you more opportunities to write for different purposes in different subjects. The staff are asked to make better use of your learning targets and share and review these regularly to help you understand what you can do next to improve your work.

You can all help by following the school's code of conduct and attending regularly.

Yours sincerely

Raminder Arora

Lead inspector

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