

Norwood Green Junior School

Inspection report

Unique Reference Number	102495
Local Authority	Hounslow
Inspection number	335911
Inspection dates	1–2 February 2010
Reporting inspector	Alison Thomson

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Magda Woods
Headteacher	Roz Lamb
Date of previous school inspection	9 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent two thirds of their time looking at learning, observed 12 teachers, visited 25 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and analysed 164 questionnaires from parents, 103 from pupils and 24 from staff. The team also looked at the data the school had collected about the pupils' progress and at the school's records of its monitoring of the quality of teaching.

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

- current attainment and progress, particularly writing and that of more able pupils
- how effectively teachers use assessment information to help pupils improve their work and involve them in assessing their own learning
- the effectiveness of leaders at all levels in the monitoring and evaluation of areas that are less strong.

Information about the school

Norwood Green is a larger-than-average junior school. The proportion of pupils eligible for free school meals is higher than average. The proportion of pupils from minority ethnic groups is much higher than average, with the proportion of those who do not have English as their first language also much higher than average. The percentage of pupils with special educational needs and/or disabilities is lower than average, but the percentage of pupils who have a statement of special needs is higher than average. There is an attached centre for the deaf at the school with places for 10 pupils with either severe or profound hearing loss. The number of pupils entering and leaving the school during the year is higher than average. The school had many awards, including Artsmark Gold and the Healthy School award for the promotion of a healthy lifestyle.

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****2**

Main findings

Norwood Green Junior is an outstanding school where pupils achieve well. The school's ethos of respect ensures that many aspects of the pupils' personal development are outstanding, including their spiritual, moral, social and cultural development. The vast majority of parents and carers are very positive about all aspects of the school. The following comments encapsulate the views of many: 'I am really proud that my child is a student at Norwood Green Junior' and, 'My child loves this school. She can't wait until the weekend is over.'

This is a school where every child matters. The school's excellent care, guidance and support provided by the dedicated headteacher and her staff results in pupils feeling exceptionally safe and well looked after. There is a consistent commitment on behalf of all staff to supporting pupils and their families, including those in challenging circumstances. A significant number of pupils enter school throughout the year, many of whom are at the early stages of learning English. They are made to feel very welcome and quickly make good progress in their learning. The outstanding curriculum successfully stimulates pupils' interest and cooperative learning and leads to high levels of enjoyment. Pupils talked enthusiastically to the inspectors about a visit to the Tower of London 'bringing the Tudors to life'.

From Year 3 to Year 6, pupils of all abilities achieve well. This is due to the good teaching and detailed guidance which help them improve their work. By the time pupils leave in Year 6, they attain standards in English and science that are securely in line with those found nationally, and standards in mathematics which are above average. Starting from standards that are average in reading and mathematics and below average in writing, this represents good progress overall. Pupils thoroughly enjoy helping younger children in the neighbouring school, for example, through their roles as playground leaders. This role also enables them to pass on to the younger children their excellent knowledge and understanding of what it means to be healthy.

As a result of leaders' detailed evaluations, staff know the pupils well and track their progress carefully. This ensures the early identification and addressing of any underachievement, such as in writing. A 'Talk for Writing' initiative has enabled pupils to make improved progress by helping them to visualise better what they are writing about. Pupils say that they welcome the chance to work independently and be involved in helping to assess their own learning. In some lessons where teaching is less strong, it is sometimes difficult for them to tell how well they are doing. This is because they are not always given clear enough success criteria. Where this is the case, progress slows. The headteacher and her strong leadership team are firmly focused on providing the

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best educational opportunities for each child. Accurate self-evaluation has led to improvements in many of the outcomes for pupils over the past three years. The many improvements that have occurred, particularly those having a positive impact on the personal development of the pupils, indicate that the school has a good capacity to improve even further. Management of teaching and learning is good, resulting in effective common approaches in areas such as assessment and helping the pupils to improve their work. However, lesson observations do not happen often enough nor do they utilise the expertise of the middle leaders. This has meant that where improvements in teaching and learning have been needed, they have not always occurred as quickly as they might have done and thus attainment has been rather slow to rise in these classes.

When asked to describe their school, one pupil said, 'It's fantastic, you get so many opportunities here.' The school provides excellent value for money.

What does the school need to do to improve further?

- To accelerate progress and raise standards, improve the quality of teaching and learning so at least half of the teaching is outstanding by:
 - providing clear criteria for success so that pupils can tell more easily how well they are learning
 - observing lessons more frequently to help improve more quickly aspects of teaching and learning that are less strong
 - involving middle leaders in the observation of lessons in their subjects.

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

The quality of learning and progress for all groups of pupils throughout the school is good. In lessons, inspectors confirmed the school's evidence that the progress of those pupils who attain more highly had improved. This was seen in a Year 6 mathematics lessons where the more able pupils were thoroughly enjoying the challenge of calculating the areas of complex shapes. Pupils' excellent behaviour makes a very strong contribution to their learning and it is evident that they enjoy their lessons very much. Pupils with special educational needs and/or disabilities, and those at the early stages of learning to speak English, also make good progress because the support they receive, both in lessons and in small group teaching is of the highest quality. By the time pupils leave in Year 6, attainment is securely in line with that found nationally, and particularly strong in mathematics. Pupils' outstanding information and communication technology (ICT) skills, along with the positive way that they cooperate with each other, are a key feature in preparing pupils for the next stage in their learning. This high degree of cooperation and respect for others was exemplified during a Year 6 science lesson where pupils worked collaboratively on an investigation about friction.

Pupils feel extremely safe in school and they have an excellent understanding of issues such as internet safety. They feel that the school acts on their views and they are proud

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of the work of the school council in being instrumental for changes in the dining room, such as the top table where 'star' pupils enjoy lunch with the staff. Pupils are most polite and considerate and they accurately rate behaviour as at least nine out of ten. They told the inspectors that they were very proud to have raised a lot of money for the people in Haiti following the earthquake disaster, saying that they like to help people who need help. Pupils thoroughly appreciate all that the school does for them and could not think of anything that they might want to change.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons have good pace and the activities are varied and engaging. The work is matched well to the needs of all the children. Teachers often use good questioning techniques to challenge pupils and there are high expectations of pupils in lessons. Learning support assistants provide good support so that pupils have full access to the curriculum. Thus all pupils achieve equally well. Teachers do not always ensure that pupils fully understand what it is they are supposed to be learning. This means pupils are not always able to tell how well they are doing and progress slows.

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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The school has fully embraced the use of modern technology, and the use of interactive whiteboards and other aspects of ICT has greatly enhanced learning. The curriculum is rich and weaves together different subjects well in some innovative projects. For example, pupils were runners-up in a competition to design a new learning environment. This idea has been taken on board by the architect who is currently designing a community extension to the school. Assessment is used effectively to support learning. Pupils are set challenging targets, know them well and have a clear idea of what they need to do to improve their work. Teachers often work closely with pupils to help them see the next steps in their learning.

Pupils receive outstanding care and support. Staff are rigorous in ensuring the highest levels of welfare and care for all pupils, especially the most vulnerable. Very good partnerships exist with a cluster of other schools, which have greatly enhanced pupils' understanding of a healthy lifestyle. There are many examples of significant successes in the way in which the school helps pupils overcome difficulties to achieve well. This was seen to excellent effect during the inspection in the centre for the deaf and also in the way that many hearing pupils are able to sign, ensuring the full integration of the deaf pupils into the life of the school.

These are the grades for the quality of provision

The quality of teaching	2
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	1

How effective are leadership and management?

One of the key strengths of the school is the cohesiveness of the staff. The responses to the staff questionnaire clearly indicated that everyone feels valued and is very proud to work at the school. The headteacher, ably assisted by her deputy, has instilled a sense of common values and reflectiveness amongst all the members of staff. There have been some changes in staffing and, although teaching and learning is monitored, this does not happen frequently enough to raise the standard of all teaching to the best. Many of the middle leaders are new in post, but it is clear that already their work is having an impact, for example in raising attainment in writing and in the improved progress of the more able pupils. At present, however, they are not involved fully enough in evaluating lessons in their areas.

The school promotes excellent safeguarding procedures as part of the very high quality care. Community cohesion is outstanding, both in school and in the local community. The school is able to demonstrate that the pupils have an excellent understanding of faith, ethnicity and culture and different social aspects of the local, United Kingdom and

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international communities. The school engages extremely well with parents, including those who are new to the country and at the early stages of learning English. This is through its 'family learning project' to help them engage better with their children's learning. Governors are very knowledgeable about the school's strengths and areas for improvement. They challenge the school well, but are not fully involved in evaluation at present. Leaders endeavour to ensure that equality of opportunity is good for all pupils, with discrimination not tolerated at all.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

About one half of parents and carers returned the questionnaire. Almost all felt that their child was kept safe and enjoyed school. This high level of enjoyment was clearly seen by the inspectors. A few parents and carers thought that the school did not take account of their suggestions and concerns and help them support their child's learning. The inspectors did not agree with those views and felt that the school did those things well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norwood Green Junior 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 inspection team received 164 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	66	55	34	1	1	0	0
The school keeps my child safe	96	60	66	40	0	0	0	0
The school informs me about my child's progress	78	48	81	49	6	4	0	0
My child is making enough progress at this school	66	41	89	54	6	4	2	1
The teaching is good at this school	85	52	78	48	1	1	0	0
The school helps me to support my child's learning	75	46	82	50	8	5	0	0
The school helps my child to have a healthy lifestyle	92	56	69	42	3	2	1	1
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)	71	43	80	49	8	5	1	1
The school meets my child's particular needs	56	34	100	61	4	2	2	1
The school deals effectively with unacceptable behaviour	75	46	83	51	4	2	1	1
The school takes account of my suggestions and concerns	53	32	96	58	10	6	3	2
The school is led and managed effectively	67	41	84	32	5	3	0	0
Overall, I am happy with my child's experience at this school	97	59	62	38	6	4	0	0

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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



3 February 2010

Dear Pupils

Inspection of Norwood Green Junior School, Southall UB2 5RN

Thank you for the warm welcome you gave us when we visited your school recently. We enjoyed talking to you very much and we are very grateful for the excellent contribution you made to the inspection. We agree with you when you say that your school is outstanding and one that really looks after you.

Here are some of the things that are particularly good. You behave exceptionally well and you look after each other very well, through roles such as 'playground leaders'. You love coming to school and you are very keen to learn. Your school has good leaders. Your teachers make your lessons interesting and they listen carefully to your ideas. The adults in school make sure that you are very safe and well cared for.

There are some things that your school could improve on:

- We have asked your teachers to make it easier for you to tell if you are doing good work in class by giving you clearer ideas about how you can measure your own progress.
- We have asked the headteacher and other leaders to check how well you are learning in class so that you can make even faster progress.
- We have asked that those leaders who are in charge of the various subjects should also check on how well you are learning in class.

You can help by asking your teachers to make it clear to you how you can tell if you are doing well in each of your activities in class.

We would like to wish you every success in the future.

Yours sincerely

Alison Thomson

Lead Inspector

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