

# Roe Green Infant School

Princes Avenue, Kingsbury, London NW9 9JL

## Inspection dates

3–4 October 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, the school has changed considerably. Leaders have tackled the significant challenges involved in the school's expansion with determination and vision. As a result, pupils receive a good quality of education across both school sites.
- The school's ethos is characterised by leaders' commitment to act in the best interests of young people. The headteacher and governors were concerned to learn that many local children were without a school place. They did not shy away from opening the Stathcona annex, despite its distance from the school.
- Across both sites, leaders and other staff know what aspects of the school's work need strengthening. They successfully challenge each other and secure the necessary improvements.
- Effective teaching ensures that pupils make good progress in key stage 1. Extra support for disadvantaged pupils and those who have special educational needs and/or disabilities is well matched to their needs. As a result, these pupils achieve as well as their peers.
- Pupils' personal development is strong, as their courteous behaviour and caring attitudes show. As one pupil put it, 'This is a school filled with love and kindness.'
- Pupils feel happy and safe. They appreciate how hard staff work to help them enjoy school.
- Parents and carers are overwhelmingly positive about the school's work. They say that leaders and staff regularly go 'out of their way' to help their children to develop into confident learners who value their education.
- Children get off to a strong start in the early years. Carefully planned activities capture children's imagination and motivate them to try their best. As a result, children make good progress and are well prepared for their learning in Year 1.
- At the Strathcona annex, pupils typically join the school with below age-related knowledge and skills. Well-targeted support helps pupils settle in quickly and make good gains in their social and communication skills. Leaders have rightly identified the need to strengthen teaching in key stage 2 to ensure that pupils make substantial progress over time, particularly in reading.
- Across both sites, teaching does not stretch the knowledge and skills of the most able pupils. This prevents them from achieving to the very best of their abilities.
- Overall, pupils' attendance is in line with other schools nationally. However, some pupils who have special educational needs and/or disabilities and disadvantaged pupils do not attend school regularly.

## **Full report**

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

- In key stage 2, ensure that teaching is well matched to pupils' needs so that pupils make sustained and substantial progress, particularly in reading.
- Ensure that the most able pupils routinely attempt demanding tasks that deepen their understanding and skills.
- Raise the attendance rates of disadvantaged pupils and of pupils who have special educational needs and/or disabilities.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Driven by a strong sense of moral purpose, leaders and governors have successfully implemented their vision of 'two sites, one school'. Crucially, they have maintained their focus on ensuring that pupils achieve well and enjoy their learning. As a result, pupils make strong progress over time.
- Parents are effusive about the work of leaders and staff. They appreciate the school's open, welcoming culture, where parents said staff 'always listen' and 'do all that they can for our children'. They value how well the headteacher knows their children as individuals and the fact that she is highly visible around the school at the start and end of the day.
- The headteacher has built a team of committed and skilled leaders. Together, they collaborate closely to build on the school's strengths and secure continued improvements in pupils' outcomes. Leaders ensure the smooth day-to-day running of the two sites and encourage good communication with parents.
- Regular checks on the quality of pupils' learning ensure that leaders evaluate the impact of their work carefully, drawing astutely on what they might learn from other schools and advice from an external adviser. They are quick to refine their plans for improvement in light of the evidence they find. For example, leaders are rightly focusing on ensuring that teaching provides sufficient challenge for the most able pupils.
- Leaders provide teachers with high-quality support to help them improve their skills in the classroom. Teachers value the opportunities they have to learn from each other and to share effective practice. Middle leaders are closely supported by more experienced colleagues and develop the skills they need to make a positive difference to the quality of teaching.
- Additional funding for pupils who have special educational needs and/or disabilities is spent well. Excellent partnerships with families and external agencies enable teachers to identify and plan for pupils' needs at the earliest possible stage. Equally effective use of the pupil premium funding ensures that disadvantaged pupils achieve as well as their peers nationally. Leaders regularly review and adapt the extra help pupils receive so it has a positive impact on their learning.
- Pupils benefit from a broad and rich curriculum. A range of educational visits, together with themed curriculum weeks, including on computing, contribute successfully to the development of pupils' subject-specific skills and knowledge. Pupils told inspectors that the different activities on offer are 'fun' and help them enjoy their learning.
- Both the school's ethos and the curriculum prepare pupils successfully for life in modern Britain. Pupils recognise the importance of being respectful and treating others fairly. They told inspectors that they put these values into practice by 'being kind to everyone' and 'listening to what others have to say, even if you don't agree'.
- Pupils' personal development is strong. Effective strategies to promote pupils' well-being are interwoven through all aspects of school life. As a result, pupils develop the

skills they need to recognise and manage their emotions in different situations. Likewise, pupils are sensitive to the feelings of others, as their caring attitudes show.

- The quality of the physical education (PE) curriculum has improved through careful use of the sports premium funding. Leaders provide regular training to develop teachers' subject knowledge so that they are confident to teach all aspects of the PE curriculum. Leaders have also invested in a school minibus to increase the number of pupils who can attend competitive events with other schools.

### **Governance of the school**

- A commitment to high-quality education for all pupils is at the centre of governors' work. The governing body's decision to open the Strathcona annex shows the importance governors place on pupils' welfare. They have used their considerable expertise and support and enabled senior leaders to overcome the numerous hurdles they encountered during the expansion.
- Members of the governing body deploy their broad skills and experience effectively. Governors visit the school regularly to gain first-hand evidence on the quality of pupils' learning and experiences in different aspects of school life. Governors use this information to good effect. They challenge leaders about what needs to be better and ensure that they build on areas of success.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- A culture of vigilance characterises leaders' approach to safeguarding. They have successfully adapted school systems to reflect the rise in pupil and staff numbers and meet the requirements of operating across two sites. Leaders have rightly prioritised the importance of clear communication and accurate record-keeping in order to maintain effective safeguarding arrangements.
- Staff inform leaders promptly if they are worried about a pupil's welfare. Leaders liaise closely with families and, where appropriate, seek timely advice from external agencies to protect the welfare of vulnerable pupils.
- Leaders and staff have a strong awareness of the different factors that pose a risk to pupils' well-being. They fully understand all of their statutory duties to safeguard pupils.
- Governors visit the school to see for themselves that effective arrangements are in place. This includes monitoring whether leaders carry out pre-employment checks on staff in accordance with statutory guidance. Members of the governing body hold regular meetings with staff who have safeguarding responsibilities. They check that staff follow school procedures consistently and that vulnerable pupils are kept safe.
- Pupils told inspectors that they feel safe in school. Parents who spoke to inspectors agreed that their children are safe and well cared for.

## Quality of teaching, learning and assessment

Good

- Teachers across all year groups have a good understanding of the standards pupils are expected to achieve for their age. They work together well to ensure that their expectations for pupils are consistent across all classes within a year group.
- Pupils are keen to do their best and are proud of their achievements, as their neatly presented work shows. They told inspectors that they always look forward to 'more learning'. In part, this is because teachers' clear explanations help pupils to understand what is expected of them.
- Teachers typically use a range of well-chosen activities and resources which excite pupils about learning. Teachers' effective use of questioning helps pupils to explain their ideas clearly. Adults know pupils well and, as a result, are skilled at providing pupils with extra help or guidance when they find the learning hard.
- Teachers make good use of assessment information and advice from outside agencies to plan learning that meets the needs of pupils who have special educational needs and/or disabilities. Parents are full of praise for the way staff 'go the extra mile' to help their children overcome any barriers they face in their learning
- Additional adults contribute well to pupils' good learning, particularly for those pupils who have special educational needs and/or disabilities and disadvantaged pupils. They reinforce teachers' expectations, explain the learning clearly and encourage pupils to persevere with the tasks set.
- At the Strathcona annex, a higher-than-average proportion of pupils join and leave the school over an academic year than would typically be the case. Many pupils have missed out on periods of school or are at the early stages of speaking English. Well-chosen activities help pupils settle in quickly, make friends and develop positive attitudes to their learning.
- Work in pupils' books shows that the most able pupils are not routinely set tasks that challenge their thinking or deepen their existing knowledge and skills. Pupils rightly told inspectors that they were ready for 'harder work'.
- Teachers typically take into account what pupils already know or can do well when they plan activities. Teachers assess pupils' skills and knowledge carefully to plan work to address gaps in pupils' learning or potential misconceptions. However, this approach is not as consistent across all classes in key stage 2. Consequently, pupils sometimes complete activities which do not build effectively on their existing skills and knowledge, particularly in reading.
- To strengthen the teaching of reading across key stage 2, leaders have recently introduced a new approach. Greater weight is given to deepening pupils' understanding of the books they read. It is too soon to measure the impact of this work on pupils' reading comprehension skills and reading outcomes.

## Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders and teachers place high importance on supporting pupils' mental health. Pupils say that adults are always ready to listen and help if they feel upset or worried. Regular assessments of pupils' emotional well-being and parent surveys mean strategies are tailored carefully to pupils' needs. As a result, pupils successfully develop the skills they need to face challenges confidently and overcome any setbacks. This contributes significantly to pupils' positive attitudes to school.
- Incidents of bullying or prejudicial behaviour are unusual and dealt with quickly. Pupils and parents agree that staff take concerns seriously and do not tolerate unkind or bullying behaviour.
- Pupils understand how they can stay safe when they are not in school, including using the internet sensibly and safely. Leaders organise workshops and regular reminders that keep strategies fresh in pupils' minds.
- Pupils are aware of the different things they can do to lead a healthy lifestyle, including the importance of a balanced diet. Pupils gain first-hand experience of choosing and preparing healthy food in the new kitchen for pupils.
- During lessons, pupils work together well. They listen carefully and are keen to learn from each other's ideas. Adults are excellent role models in the kind and caring manner they talk to pupils.
- Typically, pupils are eager to start activities and concentrate well on the tasks set. On occasions, when teaching is not precisely matched to pupils' needs, they can become fidgety. Typically, teachers spot this quickly and help pupils refocus on their learning.

## Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around the school sites is sensible and calm. They are courteous and considerate to their peers and adults alike.
- Leaders and staff have high expectations of pupils' behaviour and provide clear guidance to help pupils meet these standards. Parents and pupils agree that incidents of poor behaviour are infrequent and resolved quickly when they occur.
- Pupils appreciate how teachers' high expectations mean they know how to behave in different situations. For example, at the end of playtimes, pupils say it is important to line up and return to lessons promptly, so no learning time is lost.
- Leaders' actions to improve overall attendance rates have proved successful. School information shows that whole-school attendance rates are now broadly in line with other schools nationally. Staff follow up absence rigorously. Concerns about individual pupils are identified early. Leaders work well with external agencies to tailor extra support to pupils' particular circumstances.

- While leaders' efforts have reduced overall absence, the attendance of pupils who have special educational needs and/or disabilities as well as those eligible for free school meals remains below national figures.

## Outcomes for pupils

**Good**

- In the early years and key stage 1, pupils' achievement is strong. High-quality teaching and a rich curriculum ensure that pupils make consistently good progress in a range of subjects.
- In the 2016 key stage 1 assessments, the proportion of pupils who achieved the expected standard in reading, writing and mathematics was broadly in line with other schools nationally. This represents good progress. The school's assessment information indicates an equally positive picture in the 2017 assessments.
- Disadvantaged pupils make strong progress over time. As a result, they typically achieve as well as other pupils nationally in the Year 1 phonics screening check and in key stage 1 assessments.
- Effective phonics teaching has raised pupils' attainment in the Year 1 phonics screening check over recent years. In 2016, a higher proportion of pupils achieved the required standard compared with other schools nationally. School information suggests that these improvements were sustained in 2017.
- In 2016, pupils' attainment in science at the end of Year 2 was below the national figure. Leaders took swift action to address this. Provisional 2017 outcomes indicate that the proportion of pupils who met age-related standards rose considerably.
- Leaders' actions have secured clear improvements in children's achievement in the early years. In 2016, a greater proportion of children reached a good level of development than has historically been the case. The school's assessment information suggests that leaders have successfully maintained strong outcomes in 2017. The majority of children develop the skills and understanding they need to be well prepared for Year 1.
- Well-targeted teaching ensures that pupils who have special educational needs and/or disabilities typically achieve well. Pupils who join the school at the early stages of speaking English receive effective extra help. They make friends and develop their English language skills quickly.
- In key stage 1 assessments in 2016, the proportion of pupils achieving the highest standards in reading, writing and mathematics was at least in line with other pupils nationally. Provisional outcomes also suggest a strong picture of attainment in the 2017 Year 2 assessments. However, work in pupils' books shows that work is not routinely challenging for the most able pupils. This prevents them from making substantial progress over time in order to reach their potential.
- At the Stathcona annex, pupils make strong gains in their social and emotional development as well as in their speaking and listening skills. As a result, pupils enjoy school and are ready to develop age-related reading, writing and mathematics skills swiftly. However, in key stage 2, many pupils have considerable ground to make up to ensure that they attain the standards expected for their age. Leaders are rightly strengthening teaching in key stage 2 to address this.

## Early years provision

Good

- Adults' clear and consistent expectations help children settle quickly into school life. Relationships between children and adults are warm and positive. Staff praise children frequently and reinforce routines. They intervene skilfully with questions or words of encouragement to help children learn well and maintain their concentration.
- Strong partnerships with parents enable teachers to build a full picture of children's interests and pastoral needs when they join the school. Children who need extra support are identified early so that they get off to the same strong start as their peers.
- Leaders' plans for improvement focus on the right priorities because they evaluate the quality of education frequently. As a result, children's achievement has improved considerably over the last two years. The proportion of children reaching a good level of development is now above the national average.
- High-quality teaching, together with well-organised and stimulating classrooms, mean that children make strong progress during their time in the early years. Rates of progress are consistently strong for different groups of children, including those who are disadvantaged and children who have special educational needs and/or disabilities.
- Teachers plan activities carefully to help children develop their knowledge and skills in English and mathematics. For example, adults skilfully reinforced children's understanding of number by asking them to count the number of bounces they made on a space hopper. Due attention is given to supporting children to acquire and use new vocabulary as they plan and learn in different areas of the curriculum. This contributes effectively to the development of children's communication skills and increases their confidence in expressing their ideas in English.
- Leaders and staff plan exciting activities which reflect children's interests and enthuse them about their learning. A well-planned programme of workshops for parents ensures that they are well informed about their children's education and how they might support learning outside of school.
- Safeguarding arrangements are effective and managed well across all sites. Leaders ensure that there are no breaches of the statutory early years requirements.



## School details

Unique reference number	101512
Local authority	Brent
Inspection number	10036374

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	572
Appropriate authority	The governing body
Chair	Gloria Amadi
Headteacher	Nicole Lobo
Telephone number	020 820 43531
Website	<a href="http://www.rgreeninf.brent.sch.uk/">www.rgreeninf.brent.sch.uk/</a>
Email address	<a href="mailto:nlobo@rgreeninf.brent.sch.uk">nlobo@rgreeninf.brent.sch.uk</a>
Date of previous inspection	6–7 July 2010

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Roe Green Infant School provides education across two sites. The site at Princes Avenue caters for pupils aged three to seven. There are four forms of entry in each year group. The school also provides full-time education for nursery-age children.
- In 2014, the school opened the Strathcona annex, approximately two miles from the Roe Green site. The annex has capacity for 210 pupils in classes from Reception to Year 6. At the time of the inspection, there were 132 pupils on roll at the Strathcona site, of which 96 pupils were in Years 3 to 6. Due to variability in the number of pupils on roll, pupils in Reception and Year 1 and pupils in Years 5 and 6 are taught in mixed-age classes. A much higher proportion of pupils join and leave part way through their primary education at the Strathcona annex than nationally.

- The proportion of disadvantaged pupils is below the national average, as is the proportion of pupils who have special educational needs and/or disabilities.
- Compared to other schools nationally, a higher-than-average proportion of pupils speak English as an additional language.

## Information about this inspection

- Inspectors held meetings with leaders and staff from both sites. A range of information was discussed and evaluated with leaders, including their evaluation of the school's effectiveness, plans for improvement and checks on the quality of teaching and pupils' learning over time.
- A range of school policies and documentation was scrutinised, including records related to child protection, bullying logs, attendance information and the single central record of statutory pre-employment checks.
- Inspectors visited classes in every year group across both sites. The majority of visits were carried out alongside senior leaders. A range of subjects were visited, including English, mathematics, PE and art.
- Inspectors reviewed work in pupils' books during their visits to classes. They also looked at pupils' work with leaders.
- Meetings with staff, including teachers at the early stages of their career and middle leaders, were held. Inspectors also spoke informally to staff to ascertain their views of the school.
- Pupils' views were sought through formal meetings as well as discussions during lessons and in the playground. Inspectors also observed behaviour as pupils moved around the site and in the playground and lunch hall.
- Inspectors took into account the views of parents through discussions in the playground at both sites and parents' responses to surveys carried out by the school. Inspectors also reviewed responses to Parent View, Ofsted's online survey. At the time of the inspection, seven responses were recorded, too few to enable inspectors to draw conclusions.

## Inspection team

Sarah Murphy-Dutton, lead inspector	Her Majesty's Inspector
Donna Chambers	Her Majesty's Inspector
Janice Howkins	Ofsted Inspector
Paula Farrow	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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