

Norwood Green Junior School

Inspection report

Unique Reference Number	102495
Local Authority	Hounslow
Inspection number	286396
Inspection date	19 March 2007
Reporting inspector	Nicola Davies

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 on roll	
School	326
Appropriate authority	The governing body
Chair	Mrs S Mann
Headteacher	Mrs R Lamb
Date of previous school inspection	27 November 2001
School address	Thorncliffe Road Southall UB2 5RN
Telephone number	020 8574 1726
Fax number	020 8813 9511

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This large junior school on the borders of Hounslow and Southall reflects the diversity of its local area. Its pupils come from a wide range of ethnic, linguistic and socio-economic backgrounds. Most pupils are bilingual, and approximately 5% are at earlier stages of learning English as an additional language. The percentage of pupils who are eligible for free school meals is above the national average, as is the percentage of pupils who join or leave the school other than at the normal time of admission. The percentage of pupils with learning difficulties and disabilities is twice the national average. There is an attached Centre for the Deaf at the school with places for 10 pupils with either severe or profound hearing loss.

These factors contribute to a very wide range of previous experience and attainment when pupils join the school. Overall, standards on entry to the school have improved since the time of the previous inspection and are now broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Norwood Green Junior is an outstanding school which provides its pupils with a first class education. The outcomes of the consistently high quality of teaching, curriculum and care can be seen in the school's highly confident and articulate pupils who, by the time they leave, achieve very well academically and demonstrate very high levels of social responsibility. Academic standards are consistently well above average and the progress which pupils make from their starting points is excellent. This includes not only their academic progress, but also their progress and achievements as young citizens. To ensure that all pupils continue to make the best possible progress, the school has recognised that it should set higher targets for their attainment at the end of Year 6.

The school's focus on giving pupils opportunities to take responsibility for their own learning as well as for the well being of others is extremely effective. It means that pupils are highly motivated and have excellent attitudes to learning but are also very aware of the needs of others. As pupils proudly explained 'We are successful at almost everything we do' but as others noted, an equally important aspect of their education was that they learned 'never to leave someone in a sad condition'. Similarly successful is the school's focus on developing the skills which pupils need to succeed in their future lives. These include the strong development of pupils' speaking, listening and thinking skills which are particularly helpful to the development of the school's mainly bilingual learners. Alongside this, an exciting curriculum, teachers who are 'always helpful' and 'great resources which help us to learn' mean that all parents who responded to the inspection survey were sure that their children enjoy school.

The school describes its leadership and management as 'confident, ambitious and well informed' and the outstanding quality of leadership and management at the school is the key to its continued success. The headteacher, deputy and senior managers are highly successful in creating extremely effective partnerships both across their own school and with other schools and organisations which further add to the quality of education that the school provides. This very strong partnership work creates a learning ethos which helps the school continually to meet and seek out fresh challenges and contributes to its highly effective self-evaluation and continued improvement since the last inspection.

What the school should do to improve further

- Ensure that targets set for pupils at the end of Year 6 consistently challenge all pupils to make the best possible progress

Achievement and standards

Grade: 1

Results in national tests in English, mathematics and science at the end of Year 6 have been consistently well above average in all subjects for the past three years. This represents outstanding achievement for pupils from their starting points and is due to their excellent attitudes to learning and the outstanding teaching and curriculum they experience at the school.

The school's thorough tracking system confirms that almost all pupils, like previous cohorts, make good or excellent progress overall. This applies both to individual pupils and to groups of pupils such as pupils who are deaf or those who have had relatively little prior experience

of schooling. The school has recognised that higher targets should be set in order to ensure that all pupils continue to make the best possible progress.

Personal development and well-being

Grade: 1

Pupils' outstanding personal development and well being, including their excellent social, moral, spiritual and cultural development, prepare them very well for their future lives. Pupils pride themselves on keeping everyone in the school healthy, happy and included. They are given a great deal of responsibility for supporting the learning and well-being of others in the school community which helps them to enjoy school enormously. Pupils' understanding of financial issues is outstanding for their age, sharpened by the many opportunities they have to make 'real life' decisions. These include pricing and ordering stock for their school shop or organising the financial side of the school disco. They then canvassed pupils' views and purchased more than £1,000 of new library books with the profits made. Similarly, pupils' understanding of keeping well and safe is exemplary. They particularly enjoy the opportunities they have to promote and lead physical exercise. For example, pupils enthusiastically lead class exercise breaks. Similarly the 'Active Crew' and the 'Green Team' promote healthy diet, exercise and sustainable lifestyles across the school. These excellent opportunities to take responsibility around the school help pupils develop and demonstrate an outstanding regard for others. Pupils do not tolerate racism or any other forms of bullying which as they say 'does not happen at our school and should not happen around the world'.

Pupils' attendance is good and the school works successfully with most parents to reduce term time absence due to family holidays.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Across the school, teachers jointly plan stimulating lessons and use a wide range of different teaching approaches to interest and engage pupils. As a result, pupils look forward to almost every lesson with excitement and anticipation and join in activities with confidence and enthusiasm. During the inspection, a range of different approaches and subjects were all seen to inspire pupils' zest for learning. In one session, the youngest pupils used their whole bodies to demonstrate changes in musical pitch. In others, quick fire questions helped pupils recall the names and properties of mathematical shapes, the Ten Commandments or French animal vocabulary. In another, a small group of pupils worked independently and with great concentration to clarify opinions from facts in an internet based news story about the death the previous day of the Pakistan national cricket coach. Each topic and approach was very well matched to what pupils needed to learn next and contained just the right amount of challenge for the pupils to inspire them to work hard and do their best.

Curriculum and other activities

Grade: 1

The outstanding curriculum enthuses pupils and creates a confidence in their ability to learn and to enjoy learning. As one younger pupil proudly explained 'In my class we are historians and scientists'. The curriculum includes a strong emphasis on developing skills which can be used across different subjects. For example, teachers take every opportunity to promote the

speaking, listening and thinking skills of pupils in all subjects. Similarly, there are excellent opportunities for all pupils to use information and communication technology (ICT) in their work. For example, in one session, pupils used digital cameras to record their own persuasive arguments for and against a proposal which they and others in the class were able to learn from and improve. Extra-curricular opportunities are innovative and exciting such as creating pod casts for the school's website or what pupils describe as 'awesome' trips, visits and activities.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school takes good care to protect pupils and caters very well for their diverse needs. Pupils with learning difficulties or disabilities make very good progress due to the high quality of teaching and support they receive. This includes extremely good support for the school's deaf pupils who are very well included in the life of the school and add much to the learning of other pupils. One successful example is the role of deaf and hearing pupils as 'sign experts' who regularly teach signing to both pupils and teachers. As a result, over 200 pupils recently achieved accreditation for their signing skills. The school makes similarly good provision for other groups of pupils, such as those who are more vulnerable, the particularly able or talented or those at earlier stages of learning English as an additional language. Very good team work between class teachers and the other highly skilled adults who support particular groups of pupils, ensures that the needs of pupils are very well met.

The school provides excellent academic and pastoral guidance and advice to both pupils and parents. Targets for individuals and groups of pupils are set and reviewed regularly and pupils have very good opportunities to assess the quality of their own learning in lessons.

Leadership and management

Grade: 1

Whilst the school's headteacher, deputy headteacher and senior managers are highly influential and successful, the true strength of this school's outstanding leadership and management lies in its 'distributed' nature. Exemplary systems have been developed and refined over a number of years to ensure that all staff are effectively involved in monitoring, developing and improving aspects of the school's work and adding to its strengths. 'Confident, ambitious and well informed', thus accurately describes not only senior managers but also staff at all levels. This provides the school with its outstanding capacity to pursue its ambitious programme of development and has resulted in its continuing improvement. The very well-informed governors are highly supportive of the school although they recognise that they are not involved closely enough in self-evaluation to challenge the school to perform even better.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

I really enjoyed meeting and talking to you when I visited your school and I would like to extend my particular thanks to those members of your school council who showed me round the school. I am afraid we took rather longer than we should have done, but there was just so much to see and so many interesting things to hear about.

You will be pleased to know that everyone I talked to during my short visit was very proud of the school and proud of all the things that you achieve. I saw some fascinating work happening in the lessons I visited. There are lots of reasons why you enjoy school so much and do exceptionally well. Your exciting curriculum and the way your teachers and the other adults explain things in different ways to keep you all interested are two of them. Another is the way that you and all your teachers share responsibility for making sure everyone is happy and included in your school. I was amazed by how well you can all sign. One of the other things that really impressed me was your enthusiasm for learning. I think you and your teachers should be very proud of this.

Many of you and your parents couldn't think of things that could make the school better. This is probably because you and all your teachers are involved in helping the school make changes all the time. This is another reason I judged that the school was outstanding. I have asked your teachers to make sure that when they set targets for you to achieve by the end of Year 6, they make these as hard as they can possibly imagine. This will ensure that you keep making excellent progress in your studies as well as in all the other things that you do so well at NGJS.

Congratulations on your success

Nicola DaviesLead inspector