

# John Keble Church of England Primary School

Crownhill Road, Harlesden, London, NW10 4DR

**Inspection dates** 26–27 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school's effectiveness has improved since its previous inspection. The headteacher, supported effectively by other senior leaders, has a very clear view of how it can continue to improve.
- Pupils achieve well from lower-than-typical starting points to reach average standards in English and mathematics at the end of Year 6. This follows a three-year trend of improving results in national tests.
- Teaching is typically good over time. The teaching of reading is a particular strength and more pupils are reaching the higher levels.
- Pupils behave well in the classroom and around school. They are happy and confident and they feel safe. They like their school.
- The wide range of learning opportunities on offer contributes extremely well to pupils' spiritual, moral, social and cultural development.
- Children in the Early Years Foundation Stage get off to a good start in the Nursery and Reception classes. They successfully develop independence, confidence and positive attitudes to learning.
- The governing body have an accurate understanding of where the school's strengths and areas for improvement lie.

### It is not yet an outstanding school because

- Tasks in lessons are not always set at the right level to match pupils' abilities, and learning does not move on at a quick enough pace.
- Occasionally, marking and the setting of targets do not always help pupils to achieve the highest levels.
- Middle leaders do not have enough opportunities to check on the quality of teaching and learning in their areas of work.

## Information about this inspection

- The inspectors observed 20 lessons and/or parts of lessons. Over two thirds were conducted jointly with the headteacher and other senior leaders. The inspectors also observed pupils being taught in small groups and listened to pupils from different year groups reading.
- Discussions were held with a range of pupils, the headteacher and other senior leaders, members of the governing body and representatives from the local authority and London Diocesan Board for Schools.
- The inspectors took account of 21 responses to the Ofsted online questionnaire (Parent View) and 25 responses to the staff questionnaire. Discussions were held with a small number of parents at the beginning of the school day.
- The inspectors looked at a number of documents, including the school's data about pupils' current progress. In addition, the inspectors looked at documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence, including displays, the school's website and evidence representing the school's wider achievements beyond the classroom.

## Inspection team

Sonja Joseph, Lead inspector	Additional Inspector
David Wolfson	Additional Inspector
Abigail Misselbrook-Lovejoy	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds and/or who speak English as an additional language is well above average.
- The proportion of pupils eligible for the pupil premium is well above average. This is additional funding provided to schools for children in the care of the local authority, those children known to be eligible for free school meals and other groups. At this school, it only applies to pupils who are known to be eligible for free school meals and children in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is awaiting nationally allocated primary physical education funding.

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

- Increase the proportion of outstanding teaching by:
  - ensuring that pupils' work is always precisely pitched at a level that secures the maximum progress in lessons
  - reshaping tasks more quickly so that learning moves on at a more rapid pace
  - using targets and marking consistently in all lessons so that pupils understand clearly what they need to do to improve their work so that they make rapid gains in their learning.
- Strengthen leadership and management by:
  - providing more frequent opportunities for those staff responsible for different age groups or subjects to check on the quality of teaching and learning in their areas of work to ensure progress for all pupils is consistently outstanding.

## Inspection judgements

### The achievement of pupils is good

- Nearly all pupils make good progress over time in both English and mathematics. In 2013, the proportion of pupils exceeding expected progress in writing was better than was found nationally, particularly so in mathematics.
- In the Early Years Foundation Stage, children make rapid progress in their personal, social, physical and emotional development. They develop their communication and language skills quickly, through a strong focus on talk. Children leave Reception with expected levels of development and confident to start in Year 1.
- Pupils achieve well in Key Stage 1 and Key Stage 2 because the quality of teaching is good. Standards have risen to match national averages in reading, writing and mathematics, which is a better picture than found at the previous inspection.
- Expert and consistent teaching in phonics (the sounds that letters make) means that pupils' progress in reading is good. Pupils achieved levels well above the national average in the national phonics screening check at the end of Year 1 for two consecutive years. As a result, nearly all pupils tackle unfamiliar words well because they have a good understanding of letters and their sounds.
- In mathematics, pupils make good progress across all subjects by the focus on practical activities, which encourages pupils to solve problems and use their understanding of numbers in real-life situations, for example, when developing their understanding of coordinates through playing chess. As a result, the proportion of more able pupils reaching the higher Level 6 in 2013 is higher than that found nationally.
- In writing, pupils achieve well because of specific programmes, for example the special writing scheme of work called 'Big Write', which develops their skills to write at length.
- Pupils achieve well in physical education because of the wide range of sporting and leisure activities that the school offers. Participation rates in physical education are high because the school funds placements for pupils in residential and sports clubs.
- Pupils who speak English as an additional language achieve well because the school places great emphasis on developing pupils' vocabulary and insists upon correct grammatical usage.
- Pupil premium funding is used effectively to accelerate learning for pupils known to be eligible for free school meals. It provides a wide range of support programmes and resources, as well as extra adult help in lessons and in small teaching groups. Eligible pupils, in Year 6, in 2013 attained levels in English and mathematics at least one year ahead of similar pupils nationally.
- As a result of the effective teaching and support they receive, disabled pupils and those with special educational needs achieve well and make good and better progress in relation to their abilities and starting points.
- When pupils, occasionally, make slower progress in their understanding, this is usually because tasks are not carefully matched to pupils' ability levels. Teachers sometimes miss opportunities, both in lessons and when marking books, to emphasise pupils' individual targets so that pupils understand clearly how they can make more rapid gains in their learning.

### The quality of teaching is good

- Work in books and the school's own monitoring, combined with those lessons seen during the inspection, show that, over time, the quality of teaching is good. A growing proportion of teaching is outstanding. Inadequate or teaching requiring improvement is extremely rare.
- Reading is taught well. In Early Years Foundation Stage, skilled questioning by the teacher enabled children to link letters of the alphabet to the corresponding sounds, so that they all made rapid progress in blending sounds for reading and writing. Older pupils are fluent and expressive readers and are able to talk clearly about books they read.

- Where teaching is the most effective and achievement the greatest:
  - teachers have the highest expectations of what students can achieve
  - clear and concise explanations about key learning mean that students know exactly what is expected of them
  - tasks are clearly set out, always building on pupils' prior learning at a brisk pace
  - positive and constructive marking makes sure pupils know how well they have done and what they need to do to improve
  - skilled questioning constantly checks pupils' thinking and encourages them to find out more.
- These strengths could clearly be seen in an excellent Key Stage 2 English lesson where the pupils knew exactly what they were learning and were supported well by the teacher through probing questions to consider how they could improve the structure of their story writing. This skilful questioning enabled pupils to make rapid progress and explain changes in their understanding so that potential mistakes were not made in subsequent written work.
- Teachers' marking and target setting are mostly of a high quality, enabling pupils to be very clear about their next steps in their learning. However, this is not yet consistent across all classes.
- Occasionally, activities in lessons are not always carefully matched to individual needs and opportunities to reshape tasks to improve pupils' learning to the highest levels.

### **The behaviour and safety of pupils** are good

- This is a welcoming school community where relationships between pupils and adults are good. Pupils are typically well behaved in lessons and around the school. Playtimes are well organised so that there are plenty of activities for pupils to be involved in, and this encourages socialisation and taking turns, for example in riding the bicycles.
- The school promotes pupils' spiritual, moral, social and cultural development effectively, resulting in harmonious relationships between pupils and adults. They are courteous and polite to each other and to adults, opening doors and saying, 'Thank you', when others do things for them.
- Pupils have good attitudes to learning and are keen to do well. They concentrate and persevere in completing the work set for them. Only on rare occasions, when activities lack challenge or are not modified quickly, does pupils' concentration weaken.
- Attendance levels have improved over recent years and are now above national averages. This reflects the fact that the pupils greatly enjoy coming to school.
- Pupils are aware of different forms of bullying but say this is rare. They value the opportunities to talk to adults if they have any concerns. They know how to keep safe when using technology such as computers and mobile phones. They understand what racism means and say it does not occur. School records confirm their views are accurate.
- Pupils, parents and carers feel that pupils are well looked after at school. Nearly all parents who responded to the online questionnaire said that their children were safe and happy.

### **The leadership and management** are good

- The headteacher provides strong and determined leadership. Aply supported by senior leaders, including governors, she has been effective in improving the quality of teaching and pupils' achievement across the school.
- Senior leaders have an accurate view of the school's strengths and a clear understanding of the priorities for improvement and actions needed to achieve them. They rightly recognise that those leaders responsible for subjects or age groups need more frequent opportunities to check the quality of teaching and learning in their areas of work to ensure that the progress of all pupils is consistently outstanding.

- Staff are set challenging targets related to pupils' progress, and leaders at all levels are held to account well. This helps governors to agree to salary progression only in cases where there has been a positive impact on improving pupils' progress.
- Specialised teaching and support programmes are clearly planned and modified to meet pupils' needs. In this way, potential discrimination and underachievement are identified quickly and tackled successfully. This has helped senior leaders allocate resources effectively to close the gap in attainment between those pupils eligible for pupil premium funding and other pupils.
- The curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Opportunities for pupils to take part in exciting outdoor activities, residential trips and sing at national events widen their artistic and cultural awareness. This ensures pupils are well prepared for the next stage in their education.
- School leaders and governors are using existing school funding to provide specialist physical education teachers to work with the pupils and provide training for teachers. Consequently, all pupils participate keenly in many sports, enabling a positive impact on health and physical well-being.
- The school's close engagement with the local authority and London Diocesan Board for Schools has aided its drive to improve teaching, raise pupils' attainment and develop the expertise of governors.
- Effective partnerships established with outstanding schools have also yielded valuable support for improving teaching and provided many opportunities for the mutual sharing of good practice.
- Safeguarding and child protection policies and practices meet current statutory requirements.
- **The governance of the school:**
  - Governors have become considerably more effective since the previous inspection. They have a good understanding of the school's strengths and areas for improvement. They visit school regularly to meet with staff and talk to pupils. They understand what the information on pupils' progress is telling them and then ask questions of the headteacher to check what she is doing to improve any issues they identify. They provide a suitable balance of challenge and support. They set targets for the headteacher and review these regularly. They understand what the quality of teaching is and keep a careful check on the pay awards made to staff based on their performance. Finance is well managed and they make sure that the pupil premium funding is used effectively to improve achievement of the pupils eligible and increase their participation in sporting events. Governors are well trained. They meet all statutory requirements, including those for safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	11534
<b>Local authority</b>	Brent
<b>Inspection number</b>	425526

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

<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>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Moorhead
<b>Headteacher</b>	Alison Loffler
<b>Date of previous school inspection</b>	4–5 October 2011
<b>Telephone number</b>	020 8965 5072
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