

Inspection of a good school: Roe Green Infant School

Princes Avenue, Kingsbury, London NW9 9JL

Inspection dates:

22 and 23 February 2023

Outcome

Roe Green Infant School continues to be a good school.

What is it like to attend this school?

Pupils delight in coming to this school. They said that they enjoy learning something new every day. They understand the importance of getting a good education so that they can succeed in the future. They like making new friends and are kind to one another.

Pupils are taught to respect and value everyone, no matter what their differences may be. As a result, pupils behave very well throughout the day. Staff deal quickly to rectify any pupil friendship issues that may arise. This means that the chances of any bullying occurring are low. From the early years upwards, children and pupils form strong trustful relationships with adults. They know that adults will help them deal with any worries they may have and will always try to make sure that they are safe.

Leaders and staff share the same high ambitions. Every pupil, including those with special educational needs and/or disabilities (SEND), is included in all aspects of school life. Staff nurture pupils' broader development. They aim to support them to develop strong characteristics in order to become responsible and well-educated citizens. They also create a strong sense of community. For example, parents and carers join in with their children's activities to mark celebrations of different faith groups. Pupils are also involved in collections for a local food bank.

What does the school do well and what does it need to do better?

Senior leaders and faculty team members provide children from Nursery through to Year 2 with an ambitious curriculum. Leaders have well-established systems for identifying pupils who need extra help. This includes those with SEND and who have English as an additional language. Staff assess individual needs, plan support and regularly review how well pupils are learning. Leaders ensure that staff are well briefed and trained on how to adapt their teaching to meet pupils' specific needs. As a result, pupils with SEND have equal access to the curriculum.

The teaching of reading is a top priority across the school. Early reading is taught from when children enter the early years. Staff are well trained and skilfully teach the phonics programme. It is taught from early on in Reception. Pupils practise reading with books matched to the sounds that they know. Staff identify those pupils falling behind, and timely extra support is put in place. Pupils love listening to their teachers reading to them. As a result, pupils learn to love reading and become confident and fluent readers.

Leaders give careful thought to what they want pupils to know and remember. They consider what children in the early years need to be taught so that they can continue to build on their knowledge in Year 1. Leaders make sure that staff receive quality training. This gives them the necessary subject-specific knowledge and teaching expertise. Teachers explain new material clearly and make sure that pupils learn subject-specific vocabulary. They, and support staff, keep a check on pupils' learning. They address any emerging knowledge gaps or misconceptions. As a result, pupils gain new knowledge, understanding and skills across the subjects.

Leaders regularly evaluate and review the effectiveness of the curriculum. This is because they strive to ensure that pupils can routinely achieve their very best. They take timely action to make changes when they assess that these would be beneficial. They have made some changes this year in a few subjects, such as mathematics and computing. In doing so, leaders have commissioned several external consultants to work with leaders to plan and implement changes and improvements. Leaders also train staff and model effective practice in the classroom. Early indications suggest that these developments are having a positive impact on how well pupils learn and remember knowledge in the long-term.

Right from the start of Nursery, staff set high expectations for children's behaviour. They set clear routines for behaviour both in and out of the classroom. Staff whet children's appetite for learning and experiencing new things. This supports children to be inquisitive and eager to gain new knowledge. Children also pay attention for extended periods during formal sessions. Pupils in Years 1 and 2 work hard and try their best, rarely disrupting learning. These positive attitudes aid pupils to achieve well.

Pupils are taught a range of core values, such as respect and resilience. These are reinforced in assemblies and lessons. A visiting drama workshop helps pupils to build their self-esteem. All children and pupils make regular presentations at assemblies, for example in celebration of Diwali or reciting poetry during mental health week. In the early years, children have opportunities to feed farm animals and explore for mini beasts. Older pupils are taught about conservation during a visit to the local village. These experiences enhance pupils' understanding of the natural world.

Staff morale is high. Leaders have taken several steps to reduce staff workload. Staff said that some of the new arrangements help them have more constructive time to concentrate on their teaching. They also said that leaders are open, supportive and care about their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure they keep up to date with ongoing changes to safeguarding guidance. Staff are well trained in how to identify, raise and report any concerns they may have about a pupil's safety or welfare. Leaders make sure that those pupils who need help get it, either in school or, if more serious or concerning, through referrals to relevant external agencies. Leaders have suitable procedures in place for vetting candidates' suitability to work with pupils.

Through the curriculum, pupils are taught about risk, how to stay safe, and how to get help if they need it or are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders keep all aspects of the school's work under regular review. They have recently introduced changes to the curriculum in a few subjects aimed at deepening pupils' knowledge. These changes are not fully established and, as a result, pupils' grasp of and long-term recall of knowledge is not as full and detailed. Leaders should continue to embed the changes, evaluate their impact and make any necessary tweaks to ensure that pupils can meet their full potential, as intended, across the subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101512
Local authority	Brent
Inspection number	10255486
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair of governing body	Karuna Khan
Headteacher	Nicole Lobo
Website	www.rgreeninf.brent.sch.uk
Dates of previous inspection	3 to 4 October 2017, under section 5 of the Education Act 2005

Information about this school

- The school closed the former Strathcona annex in July 2022.
- The current chair of the governing body took up her role in May 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation.
- The inspector met with the headteacher, deputy headteacher and other leaders. He met with the chair of the governing body and three other governors. He had a telephone conversation with a local authority representative.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, he met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. He also spoke to leaders about some other subjects.

- The inspector checked the school's policies and records and spoke with the designated safeguarding leader, senior leaders, governors, pupils and staff to check on the school's culture of safeguarding.
- The inspector had formal meetings with staff and with pupils. He took account of the responses to Ofsted's online survey, Ofsted Parent View, which included some written comments. He also spoke with some parents in the playground. He also considered the responses to the staff and pupil surveys.

Inspection team

David Radomsky, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023