

Tribal Education  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524 **Direct T** 0845 123 6001  
enquiries@ofsted.gov.uk **Direct F** 0845 123 6002  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk) **Direct email:** sarah.cartlidge@tribalgroup.com

10 June 2011

Miss Alison Holding  
Edgware Junior School  
Heming Road  
Edgware  
London  
HA8 9AB

Dear Miss Holding

### **Notice to improve: monitoring inspection of Edgware Junior School**

Thank you for the help which you and your staff gave when I inspected your school on 9 June 2011 and for the information which you provided before and during the inspection. Please also pass on my thanks to the pupils and staff for their contribution to this monitoring process.

Following the section 5 inspection that gave the school a notice to improve there have been substantial staff changes at the school. The former headteacher left the school in December 2010 and the headteacher of Edgware Infant School was appointed interim headteacher until December 2011. A substantive headteacher will be appointed for January 2012. The deputy headteacher was appointed permanently at the end of the spring term after acting in the position since September 2010. A former local authority literacy consultant who worked on the senior management team also joined the school in April 2011. Furthermore, three teachers have left the school since the previous inspection. Four teachers are on temporary contracts and will be leaving at the end of the current term.

As a result of the inspection on 20 October 2011, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Pupils enjoy their lessons and show positive attitudes to learning. Overall, pupils are now far more confident in lessons. Levels of attainment are still low. This is confirmed by the school's own data and pupils' work. Although more pupils in Year 6 are in line to reach average standards in reading and writing, this is not the case in mathematics, where attainment is similar to the 2010 national test results, which were significantly lower than those found nationally. This reflects the school's success in developing pupils' literacy skills and there is now a focus on numeracy.

The proportion of pupils achieving the higher levels in English and mathematics remains low. A legacy of previous underachievement still has an impact on pupils' attainment, especially in the upper part of the school.

Learning and progress are improving steadily as a result of stronger teaching. Much better attention is now being paid to pupils' individual progress across the school. Significant improvement has been made, for example, in the provision for pupils with special educational needs and/or disabilities. A well-organised programme of intervention strategies for these pupils is now in place. Pupils' progress is now tracked more effectively across the school so that staff are able to act quickly if individuals or groups of pupils are underachieving. Black Caribbean pupils in Year 4 are being targeted for this reason.

Good progress has been made in encouraging pupils to work independently. Pupils are fully involved in their learning, especially through the use of talk partners, group work and more investigative and practical activities. This approach benefits all pupils and especially those who speak English as an additional language. They are readily encouraged to offer their opinions and discuss their ideas with others. In a Year 4 science lesson for example, drama was used effectively to explain the complexities of the water cycle.

The school has been successful in improving pupils' attendance, which is currently at average levels, and their punctuality. The proportion of pupils who are persistently absent is lower than last year, although the number of pupils this involves is still too high overall.

The quality of teaching, although improving, is still satisfactory. The proportion of good teaching is steadily rising, although there is still insufficient good teaching to ensure consistently rapid progress. Teachers provide more challenging work for pupils but this is not consistently good throughout the school. This especially affects the higher-attaining pupils, who are not always challenged sufficiently. During the inspection, a number of lessons were good and pupils made strong gains in their learning. In a Year 3 literacy lesson, pupils confidently worked in groups as they described the appearances of different characters. Pupils who use English as an additional language, for example, spoke confidently about their work and good emphasis was made by the teacher on 'thinking', 'looking' and 'talking'. Time targets during a talking activity ensured a good pace to the pupils' learning. Year 6 pupils were able to articulate their views about floating over the countryside in a hot air balloon because of the challenging and relevant questioning posed by their teacher. In lessons that were less successful, not all pupils were consistently engaged in their learning all of the time. Teachers are effective in ensuring that pupils have a secure understanding of lesson intentions. In the best lessons, these are referred to regularly. Equally effective is the use of success criteria with the pupils so that they self- or peer-assess. Occasionally, time is wasted when pupils have to stick success criteria checklists into their exercise books. Good examples of teachers' marking are found through the school, especially in English. Pupils spoke positively about the oral and written feedback from teachers. The support provided by teaching assistants

was consistently good throughout the inspection. They are making a strong contribution to pupils' learning.

Progress in establishing the effective use of information and communication technology (ICT) for teaching and learning in all classes has been slower than other identified areas for improvement from the last inspection report. Until recently, resources for this area of learning were extremely limited. This situation has improved and there are effective plans in place to further develop this area. Teachers use interactive whiteboards in most lessons to support learning but pupils' involvement is more limited.

The school's capacity to sustain improvement has been enhanced by the new senior leadership team. They have contributed well to changing the school ethos so that there is now a culture of 'putting learning first'. There is regular monitoring of the quality of teaching and learning, and this is enhanced through the effective support that is offered to teaching staff and the use of performance targets. Monitoring and evaluation is undertaken largely by senior leaders. The role of middle leaders is not sufficiently developed.

The statement of action submitted by the local authority was judged to fulfil requirements. Effective partnerships have been developed with the school and the use of local authority consultants has contributed to improvements in pupils' achievement. The local authority was helpful in developing the school's ICT resources. However, insufficient support has been offered to senior staff in the monitoring and evaluation of teaching and learning.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Chris Kessell  
**Additional Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2011**

- Raise achievement in reading, writing and mathematics for all groups of pupils by ensuring that challenging lesson activities consistently encourage all ability groups to aim higher in their work and work more independently.
- By July 2011, raise the quality of teaching and learning so that the great majority is least by:
  - using analysis of monitoring data to identify and spread best practice in supporting pupils at the early stages of learning English
  - making sure teachers always check pupils have been able to follow the advice given to them on how to improve their work.
- Establish good workplace skills by:
  - building on the current systems to promote good attendance and punctuality
  - establishing the effective use of information and communication technology for teaching and learning in all classes.