

Edgware Junior School

Inspection report

Unique Reference Number	101276
Local Authority	Barnet
Inspection number	376535
Inspection dates	22–23 November 2011
Reporting inspector	Michelle Winter HMI

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 of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Kristine Cronhelm
Headteacher	Alison Holding
Date of previous school inspection	20 October 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Teaching and learning were observed in 12 lessons and 12 teachers were seen. Three small group sessions to support pupils with special educational needs and/or disabilities were also seen. Meetings were held with groups of pupils, the school council, members of the governing body, staff and a representative from the local authority. The inspectors observed the school's work and examined documents including safeguarding records, the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance, and attendance information. They also analysed the content of 127 questionnaire returns from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the teaching of all pupils in mathematics and English, particularly White British and higher-ability pupils, and what progress do they make?
- How convincing is the evidence to support the school's view that attainment and progress are improving strongly?
- How effective are the school's safeguarding arrangements?

Information about the school

This school is larger than average. The proportion of pupils known to be eligible for free school meals is well above average and more pupils than in most schools join or leave other than at the usual times. Most pupils come from minority ethnic groups and a majority of these pupils are at the early stages of learning to speak English as an additional language. A higher- than- average proportion of pupils have special educational needs and/or disabilities. The school was inspected in October 2010 when it was judged to require significant improvement and given a notice to improve. The subsequent monitoring inspection in June 2011 found the school was making satisfactory progress in addressing the issues from the previous inspection. An interim headteacher was appointed in January 2011. The governing body has appointed an experienced headteacher who will take up post in January 2012.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is now a satisfactory school. Since the previous inspection, the school has faced some difficult challenges including recent changes to the school's leadership and the impact of a significant bereavement. These challenges slowed initial improvements but more recently the pace of change has been more rapid.

Attainment is low and has been significantly below national averages in English and mathematics for the past three years. In 2011, however, attainment in English at the end of Year 6 improved and it is now closer to average. The school's own data show that attainment in other year groups is also improving, particularly in reading and writing. Progress is satisfactory and improving. Most of the oldest pupils are now making accelerated progress in English and mathematics. Progress in writing and reading across other year groups has also improved strongly.

Provision for pupils with special educational needs and/or disabilities is improving owing to the strong leadership in this area of the school's work. Many of these pupils are making good progress now as a result of effective support programmes delivered to small groups and individual pupils. Learning mentors make a strong contribution to the good care, guidance and support the school provides. This ensures that pupils with specific needs, including those with behavioural difficulties, are ready to learn in lessons.

The progress and attainment of White British pupils and those who speak English as an additional language now mirrors the achievement of all pupils. Pupils' progress is tracked carefully and, where there are concerns, appropriate support is provided. Support for pupils with English as an additional language is effective, including when teaching makes use of practical activities and visual prompts. However, this is not consistently effective in all lessons.

Rigorous monitoring of teaching and learning, linked to widespread training opportunities, is improving the quality of teaching. Although it is broadly satisfactory, there is now more teaching that is securing good progress. This is most evident in the teaching of English, which has been a particular focus for improvement. The curriculum is providing more engaging lessons and greater enrichment opportunities.

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Drama activities are also helpful in fostering the enthusiasm of learners, particularly in English lessons. In the strongest lessons, accurate assessments are used to plan work that meets the needs of all learners well. However, this is achieved more effectively in some lessons than others. Some activities provide insufficient challenge, particularly for the more-able pupils.

Leaders and managers are effective in driving improvement and are focused on improving the quality of teaching and learning. Self-evaluation is accurate and based on extensive monitoring of the school's work. The governing body is ambitious for the school and has a good understanding of its strengths and weaknesses. Members of the governing body are beginning to challenge the work of the school but they are less effective in monitoring the impact of some important policies, including those used to promote community cohesion. Plans for improvement identify appropriate priorities but sometimes lack sharp success criteria and tight deadlines to ensure that members of the governing body can track their progress carefully. The school's capacity for further improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment by improving the quality of teaching and learning, so that all of it is good or better, by:
 - planning appropriate activities to meet the needs of all pupils
 - providing appropriate challenge to all groups of pupils.
- Improve the consistency of support for learners with English as an additional language to secure better progress for these pupils.
- Improve the effectiveness of the governing body by:
 - ensuring that policies and plans are evaluated for their impact
 - ensuring that plans for improvement are thoroughly evaluated through precise success criteria and tight timescales.

Outcomes for individuals and groups of pupils**3**

Slow progress from below-average attainment on entry is now improving for many pupils. Gaps in learning are identified through accurate assessment, and a large minority of pupils are receiving additional help, including through small group and one-to-one support in English and mathematics. This support is resulting in accelerated progress for some pupils in their grasp of basic literacy and numeracy skills. Leaders recognise that better attainment will be secured through consistently good teaching, and their work to improve lessons is bearing fruit with much teaching that is good. One literacy lesson developed the use of adventurous vocabulary well

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through engaging teaching and the use of role play and drama to excite pupils’ interest. Pupils who speak English as an additional language were also supported well in this lesson when they were provided with key vocabulary to extend their use of adjectives. There were also good opportunities for pupils to talk together in discussing their ideas and answers.

Attainment is rising for pupils, particularly in reading and writing. Pupils’ specific needs are identified accurately and quickly. Support programmes are securing satisfactory and sometimes good progress for pupils with special educational needs and/or disabilities.

Most pupils say they are happy at school and feel safe there. They are confident that unacceptable behaviour will be dealt with and incidents of bullying are rare. In lessons, most pupils behave well, although sometimes there is too much off-task chatter. They occasionally need reminders to maintain concentration in lessons but respond appropriately when reminded.

Pupils have opportunities to take responsibility in school, including through the school council, which has influenced decisions, for example in the design of a school garden. Pupils have also influenced community decisions through their work on the school travel plan resulting in better road safety. School buddies are helpfully supporting newly arrived pupils. Pupils take part enthusiastically in fundraising activities. They understand well the importance of a healthy diet and lifestyle. A high proportion of pupils take part in the sporting opportunities provided. Pupils understand what constitutes an unsafe situation, including when using the internet. Attendance has improved and is now in line with national averages.

Pupils have a good understanding of the major faith groups represented in the school and beyond. They cooperate well with each other when working in small groups because they have many opportunities to work in this way. Assemblies support spiritual awareness through routine opportunities to reflect on the lives of others. Enrichment activities enhance cultural awareness, for instance when a visiting poet worked with pupils in the school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has improved since the previous inspection as a result of effective monitoring procedures and clear guidance about what constitutes a good lesson. Good questioning is used in many lessons to extend pupils' learning and to challenge the more-able pupils but this is not consistent in all lessons. Leaders are working closely with individual teachers to improve lessons in mathematics and English, and this coaching of teachers is working well. The school shares good practice in teaching as a model for improvement. More teaching now involves stimulating starting points and presents a real purpose for learning. Marking and feedback provide useful guidance to pupils about how their work can be improved in writing but this is not consistent across all subjects. Detailed assessment records are used to provide activities that match pupils' needs exactly in many lessons, but not in all. In some lessons, there is insufficient challenge for the more-able pupils. The quality of support in classrooms, although often effective for pupils with special educational needs and/or disabilities, is not consistently effective for pupils who speak English as an additional language.

The satisfactory curriculum is improving. 'Wow moments' are used as stimulating starting points for topics, including visits and visitors. Links are made between subjects. This adds to pupils' enjoyment because they can see the links in their learning and activities are more meaningful to them. Whole-class tuition in stringed instruments is developing pupils' progress in music well, along with widespread opportunities for singing.

The school provides a welcoming and friendly environment. It provides good care and guidance, particularly for pupils whose circumstances may make them vulnerable. Strong ties to the on-site infant school contribute to effective transition arrangements. Sensitive and effective induction procedures support the many new arrivals well. Sympathetic work with individual families has resulted in reduced persistent absence and improved overall attendance.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is ambitious for the school. She is supported by an effective leadership team. Leaders and managers communicate high expectations to the whole-school community and challenging targets are set for improvement. The performance of individuals and groups of pupils is carefully tracked and teachers are held to account for the progress of pupils through regular and challenging reviews. The school satisfactorily promotes equal opportunities and tackles discrimination so that most groups of pupils make similar progress, and this is carefully monitored. The lack of challenge in some lessons, however, is slowing the progress of some pupils, including the most able. The monitoring of teaching is rigorous, and helpful in setting high expectations for all. Leaders of literacy and numeracy have been effective in improving provision and outcomes in their subjects. Effective partnerships with local schools and the local authority have contributed well to the improved teaching, learning and leadership at the school. Other partnerships intended to provide learning or enrichment opportunities for pupils have yet to have an impact on pupil outcomes.

The governing body understands the broad strengths and weaknesses of the school. It receives detailed information about the work of the school. However, some plans for improvement lack sharp success criteria or detailed timescales by which members of the governing body can measure the rate and quality of improvement. Safeguarding checks have been completed for all staff and regular volunteers at the school, and this is carefully recorded. Procedures for child protection are appropriate; however, some members of staff lack clarity in their precise roles.

The school is a diverse and cohesive community. Links with international schools have been established but not fully exploited to promote further community cohesion. The school provides regular information to parents and carers about forthcoming events and the progress pupils are making. A small minority of parents and carers have commented that the school does not engage well enough with them in listening to their concerns or suggestions. Inspectors judge that the school's engagement with parents and carers is satisfactory overall.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The questionnaire responses indicate a high level of support and confidence in the school. Some parents and carers made additional comments and a minority were concerned with the progress their children are making. During the inspection, inspectors found that overall, pupils are making satisfactory progress but this is improving quickly. Others expressed concern regarding teacher absences and the irregularity of homework.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edgware Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 127 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	60	48	38	2	2	0	0
The school keeps my child safe	61	48	61	48	2	2	0	0
The school informs me about my child’s progress	53	42	65	51	3	2	1	1
My child is making enough progress at this school	35	42	65	51	3	2	1	1
The teaching is good at this school	49	39	56	44	12	9	6	5
The school helps me to support my child’s learning	45	35	59	46	43	10	4	3
The school helps my child to have a healthy lifestyle	55	43	62	49	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	28	69	54	7	6	5	4
The school meets my child’s particular needs	35	28	69	54	10	8	5	4
The school deals effectively with unacceptable behaviour	47	37	59	46	10	8	4	3
The school takes account of my suggestions and concerns	26	20	71	56	11	2	3	2
The school is led and managed effectively	39	31	69	54	11	9	0	0
Overall, I am happy with my child’s experience at this school	45	35	66	52	5	4	5	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 November 2011

Dear Pupils

Inspection of Edgware Junior School, Edgware HA8 9AB

Thank you for making us so welcome when I visited your school recently with my colleagues. Thank you also for talking to us about your work and the things you enjoy. We enjoyed hearing your very good singing and seeing your progress in learning your instruments. We know that adults take good care of you. Many of you told us that you enjoy school and that attendance is improving.

You go to a satisfactory school. We can see that your school is improving but it still has further to go in making sure that all of you make as much progress as you can. Overall, you are making satisfactory progress.

We have asked the headteacher and staff to improve the school further by:

- making sure that all lessons are good and that work is always hard enough for you
- making sure that those of you who are new to English or speak more than one language have good support so that you make good progress
- making sure that the governing body carefully checks how well the school is improving.

I hope all of you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter
Her Majesty's Inspector

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