

Edgware Junior School

Heming Road, Edgware, Middlesex, HA8 9AB

Inspection dates 7–8 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Achievement is inadequate. Pupils' attainment is persistently low in reading, writing and mathematics, and they are not making enough progress from their starting points.
- Teaching is not ensuring that pupils, including disabled pupils and those with special educational needs, make enough progress and are prepared well for the next stage of education.
- Teachers have low expectations for what pupils should achieve, including the most able. They do not make sure that work is adjusted to provide the right level of challenge for pupils of all abilities.
- Teachers provide advice on how pupils could improve their work but do not make sure that they act on this straight away.
- Leaders, managers, and the governing body, have not made sure that the school has improved since the last inspection and are not able to demonstrate that very recent improvements are sustainable.
- Systems created by leaders for checking up on the quality of teaching and pupils' achievement are not rigorous enough to ensure that there is rapid improvement.
- Pupils are given too few opportunities to use and extend their literacy and numeracy skills when working in other subjects.
- Pupils' behaviour requires improvement because they are not always attentive in lessons. They do not always take enough care with their work and make avoidable errors in spelling.

The school has the following strengths

- Members of staff are enthusiastic and have good relationships with the pupils, enabling them to feel safe at school.
- Pupils' spiritual, moral, social and cultural development is promoted well, and pupils are polite and friendly.

Information about this inspection

- The inspection team observed teaching in 25 lessons. Ten lessons were observed jointly with the headteacher, deputy headteacher or acting assistant headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspectors took into account 13 responses to the online Parent View survey and held informal discussions with a random sample of parents and carers.
- The inspectors considered the views expressed in survey responses from four members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Peter McCarthy

Additional Inspector

David Gutmann

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint newly qualified teachers.

Information about this school

- This is a larger than average-sized junior school.
- The proportion of pupils for whom the school receives the pupil premium funding (additional government funding for specific groups of pupils including those with a parent in the armed services, those known to be eligible for free school meals and children who are looked after by the local authority) is well above the national average.
- The proportion of pupils on the register of special educational needs at school action and the proportion at school action plus or with a statement of special educational needs are well above average.
- Pupils come from a diverse range of minority ethnic backgrounds. The large majority of pupils speak English as an additional language, with about one in ten being at the early stage of learning to speak English.
- A high proportion of the pupils join or leave the school part way through their education.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There has been a high turnover of teaching staff in the last two years, with several changes to the senior leadership team and governing body. The headteacher joined the school in January 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is good and none is inadequate, by:
 - ensuring teachers demonstrate clearly to pupils what they want them to do and to learn
 - ensuring all pupils, including the most able, are always given challenging work which meets their different learning needs, and so that they all concentrate and behave well
 - adapting work within lessons so that work increases in difficulty at an appropriate rate
 - providing consistent support for all groups of pupils, including those who speak English as an additional language, those who arrive at times other than the start of Year 3, disabled pupils and those with special educational needs
 - expecting pupils to check their work for careless errors and to complete their work to a high standard
 - making sure that pupils take immediate action in the light of teachers' oral and written advice on how to improve their work.
- Raise achievement in reading, writing and mathematics, by:
 - providing greater opportunity for pupils to use and extend their literacy and numeracy skills to support their learning in other subjects
 - ensuring that pupils take care with their handwriting and make use of skills such as their knowledge of sounds and letters to help them with their reading and spelling
 - increasing pupils' knowledge of hundreds, tens and units and their ability to apply what they

have learned when solving problems.

- Increase the impact of all leaders, including the governing body, so that teaching and learning and pupils' achievement improve swiftly, by:
 - increasing the rigour in checking up that teachers are following guidance given in whole-school policies and on the quality of their individual teaching
 - ensuring there is a robust system for monitoring pupils' patterns of behaviour
 - making sure that self-evaluation is accurate and that plans to improve the school show the expected impact on pupils' achievement.

An external review of governance to include a specific focus on the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate, including for those from a range of minority ethnic backgrounds and the most able. Their attainment on entry to the school in Year 3 is low. Attainment by the time pupils leave the school at the end of Year 6 remains low in reading, writing and mathematics. It shows little signs of improvement, because they make inadequate progress from their starting points. Pupils have weak literacy and numeracy skills, and they have too few opportunities to practise and extend what they have been taught to support learning in other subjects. Consequently, they are not prepared well enough for the next stage of their education.
- Pupils make limited use of skills such as their knowledge of phonics (sounds and letters) to help them with their reading and spelling. Their handwriting is often untidy and they make avoidable errors with their spelling. A very recent project to support pupils in their reading is starting to have a positive impact on learning in this subject, although it is too early to show that it will have a lasting benefit.
- Pupils have weak numeracy skills because work is not adjusted well enough so that they can build on what they already know and can do. Pupils do not all have a clear understanding of hundreds, tens and units or how to apply what they have learned in a range of mathematical problems. Teachers sometimes jump too abruptly from very easy work to much harder work within one lesson, leaving the most-able pupils bored and the less able confused.
- Pupils who speak English as an additional language do not all learn quickly enough. While there is some good specific provision, at other times, pupils, including those who have newly joined the school, are given work that they do not understand and have insufficient guidance to help them learn.
- Pupils eligible for the pupil premium were about a term behind others at the school at the end of Year 6 in 2012 in reading, writing and mathematics. The gap between the attainment of these pupils and others was less than that found nationally. Funding is used to provide individual help and resources, but the impact of this work on these pupils' achievement is not checked rigorously enough, and consequently, their progress is not consistent across the school.
- The achievement of disabled pupils and those with special educational needs is inadequate because their needs are not always met well enough. In too many lessons, they are expected to complete the same work as everyone else. They make the best progress when being supported in small groups on specific tasks.
- Pupils enjoy physical education lessons, and through these and attendance at clubs, they develop healthier lifestyles and reach the performance levels of which they are capable.

The quality of teaching

is inadequate

- Teaching is not good enough because there is too much that requires improvement or is inadequate. There is too little good teaching. In too many lessons, teachers do not have high enough expectations for what pupils should achieve and do not make sure that the work they provide is just right to extend the learning of pupils of differing abilities.
- Teachers do not expect pupils to check and improve their work in class or make sure that tasks are the right level of challenge. Often, all pupils complete the same tasks, with the more able not being stretched enough and disabled pupils and those with special educational needs struggling to keep up. When asked, one pupil spoke for others and said that work was 'too hard and too easy'.
- Literacy and numeracy skills are not taught well enough and pupils are given too few opportunities to consolidate and extend their learning by making use of literacy and numeracy skills when learning in other subjects. This means that in history, geography and science, pupils often complete simple worksheets or write a couple of simple sentences which limits their

progress, instead of completing extended pieces of writing and using graphs and measurements.

- The school has recently improved the way teachers check pupils' work and provide feedback. However, this has not had sufficient impact on pupils' progress because teachers do not use the information they collect to help them adjust the work they are providing or make sure that pupils follow advice they have been given straight away.
- Support for pupils new to the school and for those at the early stages of learning to speak English is inconsistent and, as a result, these pupils do not always understand what they have been asked to do and their learning is not quick enough. Opportunities are missed for teachers to demonstrate clearly what they want pupils to do and to learn.
- Teachers are keen to improve, and their enthusiasm and use of attractive resources is appreciated by the pupils and has supported good relationships in the school. For example, in Year 6, pupils cooperated well with the teacher and each other when taking part in practical measuring activities. Teachers make sure that their classrooms are attractive and interesting, and are good at supporting pupils socially in their behaviour.

The behaviour and safety of pupils

require improvement

- When pupils make slow progress, it occurs when the work they have been given is either too easy or too hard for them. When this happens, pupils can switch off and become quietly inattentive, which inhibits their progress.
- The school does not have a robust system for monitoring pupils' patterns of behaviour. Pupils are aware that there are occasional instances of inappropriate behaviour, but are generally happy with behaviour at the school. The large majority of parents and carers are satisfied with behaviour at the school and agree that their children are kept safe, although there are some concerns over the way bullying is dealt with.
- Pupils behave well and feel safe at school. They show respect for others because they are polite and friendly. They are keen to help each other when working in pairs but do not always check their work for avoidable errors.
- The school promotes equal opportunities in relation to pupils' social development, and tackles discrimination robustly, but does not ensure that all are able to achieve equally as well as pupils in other schools. Pupils from differing backgrounds behave well around the school and play together harmoniously. They know how to stay safe, including when using the internet. They are happy with the way members of staff deal with any concerns over bullying.
- Older pupils enjoy taking responsibility for helping younger ones with their reading and act as buddies to pupils who are new to the school.
- Rates of attendance are checked by the school and are broadly average, although some parents and carers do not ensure that pupils arrive at school punctually, and this disrupts the start of the day for the pupils concerned.

The leadership and management

are inadequate

- Leaders are not demonstrating a clear capacity to improve the school because they have not tackled issues that arose from the last inspection quickly enough and, consequently, pupils' achievement remains inadequate. The impact of teaching is not as effective as it was at the last inspection and overall attainment fell further in the most recent national assessments.
- Leaders have been overwhelmed by changes in staffing and are aware that they have not been rigorous enough in checking that teachers are following the new policies to improve teaching and learning.
- Self-evaluation is overgenerous and development plans do not show clearly enough how actions taken are expected to have an impact on pupils' achievement or secure rapid improvement. Nevertheless, leaders have recently clarified their roles and there is a sharper focus on supporting pupils' learning.

- The new leadership team is keen to move the school forward and has worked closely with the local authority this term to identify the right priorities. A step has been taken in the right direction, but any improvements are very recent and too fragile to demonstrate that they have had a sufficient and sustained impact on teaching and learning.
- Teachers' work is checked, and they are given advice and appropriate targets on how to improve, but leaders do not make sure that advice and school policies are followed consistently by all members of staff. There have been some good recent opportunities for staff training, and good teachers are rewarded and weaker teachers supported.
- Pupil premium funding is not used consistently to help eligible pupils to do as well as they should. Work provided does not always help pupils, especially the most able, to achieve well. Leaders do not check up well enough that spending always results in better achievement.
- The school has spent the specific additional government funding for physical education on training and new resources. The clubs and lessons in physical education are appreciated by the pupils and contribute to their health and physical well-being.
- The local authority reduced the level of support following the last inspection and has not provided enough support, until very recently, to ensure that the school improves quickly.
- Safeguarding arrangements meet requirements. Members of staff are trained to care for the pupils and are checked for their suitability to work in school.
- The curriculum provides too few opportunities for pupils to use and extend their literacy and numeracy skills, and consequently, pupils are not well prepared for the next stage of their education.
- Support for pupils' spiritual, moral, social and cultural development is effective. The school is successful in encouraging pupils to help each other with their learning and to respect cultural differences. For example, in an assembly, pupils compared ways of eating food, as part of 'national school meals week'. There are good opportunities for pupils to learn about the creative arts through music lessons and theatre visits.
- Parents and carers have mixed views about how good the school is. The school is strengthening relationships with parents and carers by running workshops on how to support children at home. Parents and carers who have attended these courses have found them to be helpful.
- **The governance of the school:**
 - Governors have not ensured that the school has improved quickly enough. They do not have a thorough knowledge about how the pupil premium funding is spent on eligible pupils and how far it is closing the attainment gap between these pupils and others at the school. Recent changes have made governors more aware of strengths and areas for development. They are keen to become more proactive in holding the school to account for its actions and would welcome an external review of governance to help enhance this work. Governors know how achievement at the school compares with other schools, what teaching is like and how good teaching is to be rewarded and weaker teaching supported.

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

Unique reference number	101276
Local authority	Barnet
Inspection number	425521

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	349
Appropriate authority	The governing body
Chair	Trevor Young
Headteacher	Shirley Patterson
Date of previous school inspection	22–23 November 2011
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