

Roe Green Junior School

Address: Princes Avenue, Kingsbury, London, NW9 9JL

Unique reference number (URN): 101511

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	    
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have clear and effective systems and procedures in place to support pupils to attend school regularly. They closely track absences and respond quickly if any trends or concerns are identified. The school works closely with families and external agencies to support pupils who are identified as attendance concerns. Pupils' attendance to school is close to the national average. This includes for disadvantaged pupils and pupils with special educational needs and/or disabilities.

Pupils demonstrate positive attitudes to their learning. They are focused in lessons, listen carefully to instructions and follow the clear routines. Staff have high expectations for pupils' behaviour. There are clear systems in place to ensure positive behaviour. Staff follow these consistently. Pupils behave well during social times and when moving around the school site. The school is calm and orderly. Pupils are considerate of each other, friendly and confident. They demonstrate respect for each other and their differences. Any form of discrimination is very rare. Pupils know that staff would address this very swiftly on the rare occasion that it might take place.

Needs attention

Achievement

Needs attention 

Leaders are taking appropriate action to improve achievement. However, this is at an early stage. Pupils' national outcomes at the end of Year 6 in reading and writing are below the national average. The achievement of disadvantaged pupils has recently improved to be close to average in some measures. However, these outcomes fluctuate over time.

Pupils' knowledge and understanding across the curriculum is inconsistent. Pupils sometimes lack important core knowledge in subjects. This means that they can struggle to build on prior learning and retain knowledge in their long-term memory. This also sometimes limits pupils' ability to be able to apply their learning effectively. Pupils are not routinely confident when they talk about their work and sometimes find it difficult to articulate subject-specific vocabulary. This all means that pupils are not as well prepared for the next step in their education as they could be.

Curriculum and teaching

Needs attention 

Senior leaders have a firm understanding of the strengths and weaknesses in the quality of curriculum and teaching. They have made positive improvements in a short space of time. However, they have only recently started to take action. Weaknesses in the delivery of the curriculum mean that pupils do not achieve as well as they should. The curriculum is broadly ambitious and sequenced to build pupils' learning over time. However, staff do not routinely understand how pupils' knowledge builds on prior learning in each subject. This means that lessons are sometimes disconnected from what pupils have previously learned.

The delivery of the curriculum is inconsistent across the school. Staff sometimes lack a depth of subject knowledge in some areas of the curriculum. They do not routinely check pupils' understanding and address misconceptions. Pupils' starting points are not consistently considered during lessons. This means that some pupils develop gaps in their knowledge. Pupils who are at the earlier stages of literacy and numeracy are identified, although support does not sometimes ensure that they catch up as quickly as they could. Adaptations that staff make to support pupils with barriers to their learning are not routinely effective. This means that these pupils, including some pupils with special educational needs and/or disabilities, sometimes struggle to access the curriculum.

Inclusion

Needs attention 

Leaders have only recently begun to put systems in place to identify pupils with barriers to their learning effectively. Although pupils with various barriers or emerging needs are now being identified, this work is early in its implementation. Leaders are beginning to raise the expectations that staff have for pupils with special educational needs and/or disabilities. However, staff do not currently routinely have the skills and expertise to support pupils with a range of needs to access an ambitious curriculum. This inconsistent practice means that the barriers that some pupils have are not reduced. Leaders have started to put in place effective training to develop staff knowledge and understanding of supporting pupils with a range of barriers. However, this package of training has only just begun to be delivered and the impact is not embedded across lessons.

Leaders are now monitoring the impact of strategies that have been put in place to support pupils with barriers to learning. They have a clear understanding of the weaknesses in inclusion and strategic improvement plans are clear and appropriate. The pupil premium strategy is having a largely positive impact on disadvantaged pupils in the school. This supports equity of opportunity for pupils.

Leadership and governance

Needs attention 

Several governors have recently left their positions. Although they have a broad understanding of their duties, members of the governing body do not have the expertise to carry out their role effectively. Governors do not demonstrate a clear understanding of the weaknesses and priorities in the school. Over time, they have demonstrated a lack of understanding about how to hold leaders to account which, means that they do not ensure that the school is moving in the right strategic direction. Recently appointed senior leaders have a firm understanding of the school's areas of priority. They have put in place rapid improvements in the areas of most urgent need, including in systems and procedures around safeguarding. These improvements have swiftly had a positive impact. Leaders have clear and well-considered strategic plans in place to ensure that further improvements take place across all areas of the school. These decisions are being made in the very best interests of the pupils. However, there is much to do and improvement strategies are still in the early stages of their implementation.

The professional learning that is now taking place is high quality and closely aligned to the new school improvement priorities. This is clearly having a positive impact across the school, demonstrated through the early signs of improvement. Staff are highly positive about

this training and the focus on developing their skills and expertise. Staff also appreciate leaders' support with their wellbeing. Although this is a period of a great deal of change in the school, leaders are managing this highly effectively to support the workload of staff.

Personal development and wellbeing

Needs attention 

The personal, social, health and relationships curriculum does not build pupils' knowledge over time effectively. Leaders have identified the weaknesses in this curriculum and have swiftly put in place several workshops, external speakers and assemblies to address any gaps. This ensures that the programme covers the national expectations. However, because pupils have not developed their understanding over time, their knowledge of how to stay healthy and safe, including online, sometimes lacks depth. Pupils learn about different faiths and values and the importance of being a good citizen. They understand the importance of diversity and respecting people who hold different beliefs and values. Pupils demonstrate these principles in their interactions and in the care that they show for each other. This supports pupils to be prepared for life in modern Britain.

There are a range of wider opportunities for pupils to develop their character and cultural and curriculum understanding. Pupils attend a broad range of visits including to museums, the Royal Courts of Justice and an outdoor pursuits residential. They develop a sense of civic duty through raising money for charity and completing litter picks in the local community. Pupils develop their talents and interests through well-structured lunchtime sporting activities and after-school clubs. Although the school's wider provision ensures a breadth of opportunities, the school does not track which pupils take part in these. This means that the school does not ensure that the most disadvantaged pupils in the school are taking advantage of the school's wider offer consistently well.

What it's like to be a pupil at this school

Pupils enjoy coming to this school and attend regularly. They have developed positive relationships with staff. Pupils feel well cared for and supported. They are safe in school. There has been recent significant change in school leadership. Senior leaders have a firm understanding of the areas of weakness in the school. They have put in place several strategies to begin to develop multiple areas of the school. However, these changes are very new and the impact is only just beginning to be seen. Pupils enjoy their learning. However, weaknesses in the quality of the delivery of the curriculum in lessons mean that pupils do not achieve as well as they should over time. Reading and writing end of Year 6 national outcomes are significantly below the national average, which means that some pupils are not ready for the next stage of their education. Leaders have only recently begun to identify pupils with barriers to their learning. As a result, some pupils, including pupils with special educational needs and/or disabilities, do not make suitable progress through the curriculum from their starting points.

Pupils demonstrate positive behaviour both in lessons and around the school site. They are polite, kind and considerate of each other. Bullying is rare. Pupils are confident that staff would address this if it were to take place. Pupils develop an understanding of how to stay safe and healthy. However, due to some weaknesses in the personal development

programme, pupils sometimes lack depth in their knowledge. Pupils can take part in a range of wider opportunities, competitive sporting fixtures and clubs that help to develop their talents and interests. These include various sports groups, cooking and gardening club.

Next steps

- Leaders should continue to develop systems around the identification and monitoring of pupils with barriers to their learning, and build staff expertise to ensure that they routinely support pupils with a range of needs to access an ambitious curriculum.
 - Leaders should develop staff subject knowledge and their understanding of how the curriculum in each subject builds on prior learning over time, using pupils' starting points to inform teaching.
 - Leaders should raise achievement by developing staff's skills and expertise in checking for understanding, identifying gaps and addressing misconceptions before moving on with learning.
 - Leaders should implement a personal development programme that builds pupils' knowledge over time and that supports pupils to develop a deep understanding of how to stay safe and healthy.
 - Leaders should develop the skills and expertise of governors who can hold leaders to account effectively and ensure the school is moving in the right strategic direction.
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About this inspection

The chair of governors resigned the week before the inspection. At the time of inspection, no chair of governors had been appointed.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the interim headteacher, the vice chair of the governing board, other senior leaders and representatives from the local authority during the inspection.

The school has undergone significant change since the last inspection with several very recent changes in the senior leadership team and the governing body, including the appointment of a new interim headteacher.

The school currently uses no alternative provision.

Interim Headteacher: Angela Harvey

Lead inspector:

Simon Conway, His Majesty's Inspector

Team inspectors:

Rutinderjit Mahil-Pooni, Ofsted Inspector

Amanda Ruthven, Ofsted Inspector

Shriti Bellare, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

476

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

480

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.81%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.94%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.35%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	61%	Below
2024/25 (final)	49%	62%	Below
2023/24 (final)	38%	61%	Below
2022/23 (final)	38%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (final)	62%	75%	Below
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	61%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	72%	Below
2024/25 (final)	58%	72%	Below
2023/24 (final)	39%	72%	Below
2022/23 (final)	43%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	73%	Close to average
2024/25 (final)	74%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	69%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	46%	Below
2024/25 (final)	42%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	19%	46%	Below
2022/23 (final)	24%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	62%	Close to average
2024/25 (final)	54%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	48%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	59%	Below
2024/25 (final)	54%	59%	Close to average
2023/24 (final)	19%	58%	Below
2022/23 (final)	29%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	76%	59%	Above
2022/23 (final)	52%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-39 pp
2024/25 (final)	42%	69%	-28 pp
2023/24 (final)	19%	67%	-48 pp
2022/23 (final)	24%	66%	-43 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25 (final)	54%	81%	-27 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	48%	78%	-31 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	35%	78%	-43 pp
2024/25 (final)	54%	78%	-24 pp
2023/24 (final)	19%	78%	-59 pp
2022/23 (final)	29%	77%	-49 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	76%	79%	-3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	52%	79%	-27 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	7.4%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	15.4%	13.0%	Close to average
2023/24 (3 term)	16.8%	14.6%	Close to average
2022/23 (3 term)	23.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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