

Northview Junior and Infant School

Address: Northview Crescent, London, NW10 1RD

Unique reference number (URN): 101508

Inspection report: 9 June 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

Achievement

Expected standard 

Pupils develop secure foundations in reading, writing and mathematics. They use their knowledge with growing confidence to access the wider curriculum. Children in the early years make positive progress from their starting points. This is because learning is matched well to their stage of development. Across the school, pupils read books that align with their phonics knowledge. They read with increasing fluency and confidence during their time here, with teaching enabling them to read words accurately and learn new vocabulary.

Pupils' work is typically of high quality and shows that pupils are able to use and apply language with growing mastery. Pupils with special educational needs and/or disabilities show this growing mastery and confidence too. In mathematics, pupils practise key facts and explain their reasoning with clarity. In the wider curriculum, pupils recall prior learning and use this to support their understanding of new ideas. Pupils' attainment in national assessments is broadly similar to the national figures. As a result, pupils are typically well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Attendance over time remains above national averages for all groups of pupils. This reflects the impact of leaders' work to prioritise high attendance. Leaders implement a clear and ambitious strategy for attendance. They monitor attendance closely and act promptly to support pupils and families if concerns emerge. Leaders also work effectively with external professionals so that families receive the right help and any barriers to attendance are addressed quickly. This ensures that positive attendance patterns are sustained, including for pupils who face additional challenges.

Routines at the start of the day and for playtimes are well established and usually followed. This helps to create a calm and purposeful start to learning. Pupils enter school sensibly and settle quickly. Leaders set and model clear expectations for pupils' conduct. They provide timely, well-matched support for pupils who need help with behaviour or managing their emotions. Staff address any concerns about behaviour promptly, including bullying or unkind behaviour. They understand and apply the school's agreed behaviour policy. As a result, pupils typically conduct themselves well. They say that staff help them to feel safe and the school is a kind place to be.

Curriculum and teaching

Expected standard 

Leaders have established an ambitious and broad curriculum that builds pupils' knowledge from the early years onwards. Leaders have a clear understanding of the curriculum's strengths and where further refinement is needed. Those responsible for leading each subject monitor how well the curriculum is taught and use this information to guide staff practice. This supports teachers to introduce new ideas clearly and to build pupils' understanding. From the start of their time at school, pupils gain and practise key skills in reading, writing and number. This helps them to develop confidence and accuracy.

The curriculum is designed so it is inclusive. Pupils with more complex barriers to learning access the same content as their peers. Staff provide clear guidance and practical support so that pupils can take part in lessons and contribute confidently. Pupils talk with enthusiasm about their wider learning. For example, they can explain simple phrases in Spanish and describe the drawing skills they develop in art. Across subjects, teaching typically helps pupils build on what they already know. However, in some instances, teaching is not as consistent as it could be in supporting the learning of all pupils. This is the case across all year groups. As a result, some pupils do not receive the same quality of help to build knowledge securely over time. Nevertheless, overall, teaching ensures that pupils gain the knowledge they need for the next stage of their education.

Early years

Expected standard 

The early years is led with clarity and purpose. Leaders have designed a language-rich curriculum that is deliberately sequenced to build children's knowledge over time. The curriculum places a clear emphasis on communication and language and early reading. Staff model new words and show children how to have a conversation. They encourage children to explain their ideas in full sentences. Staff also use purposeful questioning to support children's understanding. Generally, children participate with confidence and show curiosity.

Reading is prioritised. Phonics is taught securely and children practise their knowledge through well-chosen activities and routines. Mathematical learning is woven meaningfully into children's daily experiences. This helps children to typically develop a secure sense of number.

Staff have a secure understanding of children's starting points. They use ongoing assessment to identify gaps in learning and adapt provision so that all children experience success. For example, visual prompts and simple instructions help children to access tasks. Consequently, children, including those with special educational needs and/or disabilities, make sound progress and, overall, are well prepared for Year 1.

Children feel safe. They develop independence and manage their emotions through clear routines and nurturing support. They cooperate with others and take pride in their achievements. At lunchtime, for example, they show this growing independence by using their cutlery with control. Close partnerships with parents and carers support staff's work to promote children's development.

Inclusion

Expected standard 

Leaders have established an inclusive culture. Meeting the needs of pupils with special educational needs and/or disabilities (SEND) is a clear priority within the school's strategic work. The school has established secure approaches to identify pupils' needs early, supported by regular collaboration with external agencies. This includes, for example, the provision of speech and language therapy and physiotherapy, alongside other specialist services as needed. These partnerships ensure timely assessment and targeted support for pupils with SEND. Classroom practice reflects this work. For example, staff use visual reminders, word banks and other resources to help pupils understand what they are taught in lessons. These approaches help pupils with more complex barriers access the same

curriculum as their peers. Leaders are now working on embedding the effectiveness of support for other pupils who need help during lessons. This is to strengthen consistency in how these pupils are supported to build knowledge securely over time.

Leaders and staff work to reduce barriers linked to wider social and emotional needs so that pupils can participate fully in school life. Pupils who need help with their emotional wellbeing receive tailored support, including, for example, with learning to understand and manage feelings. This ensures that pupils attend, engage well and succeed. Any extra support is carefully evaluated. Additional funding provides academic support, enrichment access and wider pastoral care for disadvantaged pupils. Leaders monitor the impact of this work closely. Staff know pupils well and respond quickly when concerns arise.

Leadership and governance

Expected standard 

Leaders are focused on securing the best outcomes for pupils. New leadership has set a clear direction and created the conditions for further improvement.

Leaders understand the school's strengths and priorities. Their decisions are shaped by what will benefit all pupils. This is evident in the school's actions to further develop its work in different areas. For example, leaders make sure that pupils experience a curriculum that is ambitious and matches the school's high expectations. Leaders continue to refine expectations and guidance for staff so that practice becomes more consistent and embedded throughout the school. This includes ensuring that adaptations to learning are used with the same careful approach across year groups.

Governors meet their statutory duties. They ask appropriate questions about safeguarding, curriculum development and the progress of different pupil groups. Governors understand the school's context and maintain oversight of key priorities, enabling them to balance support and challenge and monitor improvement with care.

Staff wellbeing and workload are taken seriously. For example, adjustments to curriculum design, assessment and communication have helped reduce unnecessary workload. Staff describe leaders as approachable and value the open-door culture. They feel listened to and supported. Professional development is well established. Staff access training that strengthens expertise.

Parents and carers speak positively about the school's nurturing feel and the way staff know their children well. They report that their children feel safe and are happy to attend. Leaders maintain close relationships with external professionals to support pupils with special educational needs and/or disabilities and those facing barriers to learning. These partnerships help ensure that pupils' wellbeing and learning needs are met.

Personal development and wellbeing

Expected standard 

Leaders ensure that the personal development programme is central to the school's work and meets the needs of all pupils. Pupils are supported to develop their understanding of democracy and global citizenship, including for example, through reading texts that reflect different cultures and backgrounds. A programme of assemblies helps pupils to explore themes linked to faith, culture and values, with class assemblies including a focus on

festivals or places around the world. Leaders make sure that these experiences reflect the diverse cultures represented in the school community. This links with curriculum learning and broadens pupils' understanding of the wider world.

The personal, social and health education (PSHE) curriculum teaches pupils about healthy relationships, rights and responsibilities. Pupils generally talk about this with confidence. They learn about puberty and about online and offline risks, for example, through police workshops and safety sessions. They know not to share personal information or accept items from strangers. Leaders ensure that relationships and health education is age appropriate and supports pupils to make informed choices. British values are taught through assemblies, PSHE and links with other curriculum areas. Age-appropriate books help pupils to understand different families, identities and backgrounds. Typically, pupils develop secure knowledge and understanding of the content taught in PSHE.

The school values and golden rules are reinforced in lessons and assemblies. Celebration assemblies build pupils' confidence and motivation. They recognise effort and achievement and strengthen pupils' sense of belonging. Educational visits and visitors are used to widen pupils' experiences. Clubs are well attended. The school council meets regularly and contributes to improvements. Visitors from different professions help pupils understand future possibilities and prepare for later life.

Pastoral support is also central to the school's offer. For example, pupils have access to in-house therapy to support their wellbeing. Leaders also support families to engage with school and external agencies. Pupils can share concerns with staff, such as by using the online portal or classroom worry boxes. Staff respond to these quickly. This helps pupils feel listened to and supported.

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

Pupils are welcomed warmly each morning and settle quickly because routines are clear and staff help them understand what to do. This begins in the early years, where children experience a language-rich environment that encourages their talk and places emphasis on early reading. Pupils say they feel safe in school. They know who to speak to if they are worried and trust staff to help them. They describe bullying as rare and say that staff deal with concerns when they arise.

Pupils enjoy their learning. They talk confidently about their lessons and show pride in their work. They use work in their books to revisit ideas and build new understanding. Overall, pupils achieve well and gain the knowledge they need for their next steps. Pupils with barriers to learning receive support that helps them take part confidently in lessons and stay focused and motivated.

Pupils feel that they belong in this school. They form positive relationships with staff and with each other. Opportunities for pupils to help out in the school community are plentiful. School councillors enjoy making positive change and helping to improve school life. 'VIP' leaders say they want to show others what a responsible pupil looks like. They take pride in supporting their peers and value being trusted with these roles. Playtimes are well

supervised, and pupils say they feel safe outside as well as in lessons. They like having a buddy bench to use if they want support from a friend.

Pupils take part in a range of wider experiences. They enjoy clubs, educational visits and other opportunities that extend their learning. For example, children in the early years benefit from practical workshops, such as those focused on dental hygiene. This helps them to learn how to look after themselves. Pupils also value celebration assemblies, where their achievements are recognised. They enjoy celebrating the successes of others. Pupils describe feeling supported, listened to and part of a community.

Next steps

- The school should strengthen consistency in the use of adaptations to teaching so that all pupils receive the support they need to build and master knowledge securely over time.
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About this inspection

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMI.

The chair of the board of governors in this school is Clive Lawson.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

The inspectors confirmed the following information about the school:

The headteacher took up the post in September 2024.

The school does not use any alternative provision.

Headteacher: Nkechi Obinwanne

Lead inspector:

Karen Kent, His Majesty's Inspector

Team inspectors:

Allan McLean, Ofsted Inspector

Jenny Langstaffe, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

218

Close to 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

225

Close to 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)

44.33%

Well above average

What does this mean?

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

National average: 26.3%

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

6.88%

Well above 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

6.42%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	57%	61%	Close to average
2024/25 (final)	64%	62%	Close to average
2023/24 (final)	48%	61%	Below
2022/23 (final)	57%	60%	Close to average

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	63%	74%	Below
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	56%	74%	Below
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	69%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	59%	72%	Below
2022/23 (final)	71%	71%	Close to average

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	64%	73%	Below
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	56%	73%	Below
2022/23 (final)	61%	73%	Below

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	42%	46%	Close to average
2024/25 (final)	64%	47%	Above
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	20%	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	45%	62%	Below
2024/25 (final)	64%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	20%	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	58%	59%	Close to average
2024/25 (final)	64%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	60%	58%	Close to average

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	48%	60%	Below
2024/25 (final)	64%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	30%	59%	Below

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	42%	68%	-25 pp
2024/25 (final)	64%	69%	-6 pp
2023/24 (final)	42%	67%	-26 pp
2022/23 (final)	20%	66%	-46 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	45%	80%	-34 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	20%	78%	-58 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	58%	78%	-20 pp
2024/25 (final)	64%	78%	-15 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	60%	77%	-17 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	48%	80%	-31 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	30%	79%	-49 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)	4.9%	5.2%	Close to average
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	5.4%	5.9%	Close to average

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)	11.6%	13.0%	Close to average
2023/24 (3 term)	8.1%	14.6%	Below
2022/23 (3 term)	14.4%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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