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Ms Jane Sowerby
Paddington Green Primary School
Park Place Villas
London
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Dear Ms Sowerby

**Ofsted monitoring of Grade 3 schools: monitoring inspection of
Paddington Green Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 18 November 2010, for the time you gave to our phone discussion and for the information which you provided before and during the inspection. Could you also convey my thanks to the chair of the governing body, the representative from the local authority and the pupils whom I spoke to.

Out of 14 teachers, 5 were newly appointed to the school in September 2010.

As a result of the inspection on 8 and 9 July 2009, 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 has made:

satisfactory progress in making improvements

and

good progress in demonstrating a better capacity for sustained improvement.

Data for 2010, which are yet to be validated, indicate that pupils' level of attainment did not improve, although the school's own targets were achieved in most core subjects. Pupils' attainment in writing fell short of its target. Pupils learn well when they are given imaginative tasks to undertake. For example, they had to create an

alternative traditional story in literacy, which enabled them to demonstrate good imagination skills and the effective use of expressive writing. In one of the weaker lessons seen, pupils struggled with understanding key concepts of the learning objective set, resulting in them making slow progress in their learning. Pupils have good opportunities to work with their peers and they were some good use of paired and group work to enable pupils to develop their work and improve their social skills.

Pupils generally behave well in lessons and around the school. They are respectful of each other and they like the support teachers give them to improve their work, especially in English and mathematics. Their level of attendance is low, although the level of persistent absenteeism is falling slightly.

The quality of teaching and assessment across the school is improving, although it remains satisfactory. In the stronger lessons observed, pupils were given clear objectives and structured steps by the teacher to help them write creatively. In one of the weaker lessons seen, insufficient checks on pupils' learning by the teacher meant that pupils who were struggling with the task set did not have clear instructions how to move on in their work. Some good examples of marking were seen, where pupils were given clear next steps, enabling them to understand how they can improve their work. However, this is not consistently seen in all subjects.

Many good strategies have been implemented to improve attendance. The measures the school has taken, which include not approving any leave in term time, faster follow-up with parents and good rewards for children with good or outstanding attendance, are having a positive impact. The school has also made a concerted effort to reduce the proportion of pupils who are late to school; this is having a good effect on pupils who are habitually late. The partnership work with parents to improve attendance is growing and there is effective liaison and support from external agencies. The school has further plans to work with parents whose children have high levels of absenteeism. Support from pupils who start the school other than at traditional times is effective in settling them into their new school well. Many enter the school with home languages in Kurdish or Arabic. The school has devised a good supportive curriculum for these students and their progress is monitored well. The school makes good assessment of their performance to enable them to integrate into the school's main curriculum quickly.

The effective monitoring and evaluation of actions by the committed headteacher and her senior leadership team have enabled them to implement good strategies to improve pupils' progress and the quality of teaching. The proportion of good or better lessons has improved and teachers are being well supported to improve their practice. The strong focus on literacy and numeracy continues to permeate the curriculum. This has also enabled leaders and managers to put in place well-thought-through interventions to bring about improvements, especially in pupils' reading levels. The effective development plan has resulted in good-quality assurance procedures and realistic target setting in all areas of the school's work. Although the proportion of good or better lessons has not improved significantly,

there has been improvement in light of the significant changes in teaching staff since September 2010.

The governing body has stepped up its challenge to the work of school leaders. The chair of the governing body has a good understanding of the key priorities of the school. The sub-committees of the governing body are working well to scrutinise the work of school leaders. The linking of governors to monitor strategic priorities is developing well. There has been good, appropriate support from the local authority, which the school has used effectively in areas such as teaching and assessment.

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

Samantha Morgan-Price

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2009.

- Raise standards in English, mathematics and science by accelerating pupils' progress through consistently good teaching.
- Work with parents and external agencies to improve attendance.
- Ensure that strategic planning focuses equally on outcomes expected as well as the actions being taken to improve provision, and that progress towards these outcomes is rigorously evaluated.