

Green Dragon Primary School

Inspection report

Unique Reference Number	132266
Local Authority	Hounslow
Inspection number	360424
Inspection dates	6–7 October 2010
Reporting inspector	Nasim Butt

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Anne Gravett
Headteacher	John Golightly
Date of previous school inspection	31 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 23 lessons taught by 16 teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and scrutinised the school's development plan, tracking data, pupils' work, governing body minutes and school policies. They also analysed questionnaires completed by 260 parents and carers, 89 pupils and 24 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress, learning and teaching and whether these have improved to being good, especially in English and for pupils with special educational needs and/or disabilities and those who speak English as an additional language.
- the impact that school leaders have made on raising attainment in writing and mathematics at Key Stage 1 and the Early Years Foundation Stage.
- the design of the curriculum and how well enables pupils to practise their literacy and numeracy skills in other subjects.
- the effectiveness of middle leaders in monitoring and evaluating the quality of provision and outcomes in their curriculum area.

Information about the school

This is a larger-than-average school, serving a culturally and socially diverse community. The proportion of pupils known to be eligible for free school meals is well above the national average. Over half of the pupils are from minority ethnic groups and a few are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average and very few have a statement of special educational needs. A children's centre on the same site, which is led by the school headteacher and overseen by the school's governing body, was opened in May 2010. It was inspected separately by a different inspection team at the time of this inspection. The school has the Active Mark award for sports provision as well as Healthy Schools status.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. As a result of effective leadership and management, good progress has been made in improving academic outcomes and the quality of provision over the last two years. Pupils do well because of the effective teaching and good care, guidance and support they receive. As one parent/carer remarked, 'Green Dragon teaches all children to achieve and feel special, to show respect, understanding and tolerance, and to do well academically.'

Children get off to a good start in the Early Years Foundation Stage because of consistently good teaching and strong leadership. Progress in Years 1 to 6 is also good. As a result of improvements in the curriculum, coupled with a stronger focus on developing teaching, pupils' attainment in reading, writing and mathematics in Year 2 has improved and is now average. Pupils' attainment is above average by the end of Year 6 and they achieve well in English, mathematics and science. Pupils with special educational needs and/or disabilities and the majority who speak English as an additional language make good progress in their learning because of the well-targeted care and support they receive. Additionally, the good behaviour of pupils contributes much to their successful learning.

Most lessons are lively and interesting. The teachers are adept at creating a purposeful learning atmosphere and manage behaviour very well. In many lessons they tailor tasks to the pupils' needs and abilities, so that the pupils are challenged well, and those who need extra help are supported carefully. However, this is not consistently the case. There are occasions when the work that the teachers set is not matched well enough the pupils' needs to build rapidly on what the pupils already know and are able to do. As a result, more-able pupils do not always make the progress they are capable of.

An exciting curriculum stimulates the pupils' imagination and inspires creativity. During the inspection, Year 6 pupils enjoyed rehearsing in small groups for their school production of 'Henry V'. Good links were forged with literacy later in the day when pupils drew on their individual writing targets to compose a contemporary version of the story in a calm and peaceful atmosphere created by soothing background music. Although the pupils clearly enjoy learning, their attendance has been persistently close to, but slightly below, the national average for several years. The school has strengthened its systems to improve attendance, though the impact of this has not yet been seen.

The school leaders and governing body know how well the school is doing. They set challenging targets for English and mathematics last year and achieved them. The school leaders and, increasingly, middle leaders use data effectively to check performance. A robust monitoring system ensures that the quality of teaching and learning is evaluated rigorously. As a result of rigorous and accurate self-evaluation, the school leaders have

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changed the curriculum for writing, introducing frequent assessments and individual pupil writing targets. The outcome has been improved attainment and good progress in writing across all key stages. The school's track record in bringing about such improvements since the last inspection demonstrates its good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that all is consistently good or better by:
 - ensuring that activities are always matched well to the needs of all pupils, in particular the more able, by making full use of the information collected about each pupil's progress
 - extending the consistently good practice in marking seen in the key subject of English and especially writing to all other areas of the curriculum.
- Consolidate improvements in attendance by analysing information on attendance carefully to pinpoint those parents and carers who need further support or reminding about the consequences of not sending their children to school regularly.

Outcomes for individuals and groups of pupils

2

Pupils make good progress. In English and mathematics and the project-based curriculum the teachers provide pupils with good opportunities and interesting project contexts in which to learn and practise their literacy and number skills. As a result, pupils' attainment is generally above average. The pupils show very good attitudes to learning and enjoy their lessons. This was clearly evident in a Year 2 writing lesson when pupils worked in pairs to compose an invitation for a friend to their fashion show next week. In a Year 3 mathematics lesson, the pupils enjoyed good opportunities to develop their problem-solving skills, through a practical activity that enabled them to make purposeful connections between the 'maths story' and the 'real story'.

The school's detailed tracking systems show that pupils known to be eligible for free school meals and those at the early stages of learning English also make good progress and achieve well by the end of Year 6. This is because the staff understand their needs and make good provision for them in lessons. Where pupils receive additional support from teaching assistants, they are given good care and patient guidance. Consequently, they made good progress over the course of the last school year. However, more-able pupils do not always get the challenge they need to probe their understanding and deepen their learning.

The pupils say they feel very safe in school and almost all behave very well. There is a high take-up of school meals and most pupils walk to school. The pupils have adopted very healthy attitudes to life, know the importance of a balanced diet, and for the most part attend a range of sports clubs and activities, reflecting the school's Active Mark and Healthy Schools status. The pupils make a strong contribution to their own and the wider community. Growing, harvesting and selling produce from the school's vegetable garden is a purposeful activity they enjoy a lot. Making formal applications for responsible positions in school, followed by an interview, prepares pupils well for the future. However, pupils'

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attendance is no more than average. While the pupils' spiritual and cultural development is good, their moral and social development is excellent. ♦

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The teachers place a strong emphasis on learning and show great skill in managing pupils' behaviour. As a result, the pupils work hard and apply themselves well. The teachers encourage pupils to engage in discussion and ask questions. A key strength is the opportunities the teachers provide for pupils to demonstrate their learning in different ways. The pupils find their writing targets very useful and their teachers' comments helpful. However, the high standards of marking found in writing are not replicated across other areas of the curriculum. Most lessons are well planned to take account of the wide range of abilities in each class. However, occasionally, the needs of a few individuals are not catered for fully in such a way that they can consistently make rapid progress. Nevertheless, pupils are making good progress in English, mathematics and science.

The curriculum is well organised and brings together a broad range of opportunities and experiences for pupils. The Year 4 Victorian Day and the Year 6 travel agency project, for example, give pupils first-hand experience of an area of learning and develop the skills they will need to become successful citizens. The curriculum has strong links to literacy and numeracy so that pupils can develop these skills, as was seen, for example, when

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Year 6 pupils responded in writing to an imaginary letter from the Managing Director of Alton Towers requesting that they conduct a scientific investigation to design a new roller coaster.

The strong care, guidance and support that the pupils receive underpin the very positive atmosphere within the school. Strong links with many families, partnerships with agencies, and carefully planned provision combine to enable the few pupils who experience difficulties to make good progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school leaders provide clear strategic direction and are good at galvanising staff towards focusing on the school's key priorities. The consequence of this is a well-motivated workforce. As one teacher remarked, 'Very happy to work here! Senior management are fantastic, staff work well together and children enjoy learning and being successful.' ♦ The school leaders have been successful in reversing the persistently low attainment in reading, writing and mathematics by the end of Year 2 and in the Early Years Foundation Stage over the past few years. As a result, pupils are now achieving broadly average standards in these key subjects from a below average starting point, indicating good progress.

High expectations of pupils' personal achievements are evident in all aspects of school life. The tracking of pupils' progress is thorough and analysis is accurate. The detailed analyses are used effectively, not only to keep the staff and the governing body well informed, but also to set out in the school development plan aspirations for the whole school community. The monitoring and evaluation of the quality of teaching are well organised and recorded comprehensively. They focus strongly on the impact of teaching on the pupils' learning and are linked well to areas of school improvement. The middle leaders play an important role in school self-evaluation and the school is working to strengthen this further. Careful checking of how different groups are doing in comparison to their peers illustrates well the high expectations that are placed on all groups of pupils and the commitment to equality of opportunity.

The governing body conducts comprehensive audits on health and safety and has been effective in ensuring that safeguarding is a strength of the school. Pupils' and parents' and carers' views on safeguarding are sought regularly and the school can evidence how concerns raised are acted upon. Parents and carers are involved in their children's learning, for example through the 'Ocean maths' programme that parents and carers of

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Year 4 pupils took part in last year. Strong partnerships, for example accessing the Learning Zone through Brentford Football Club, make a positive contribution to pupils' learning. The annual international event in which pupils don their national costume combined with eating food, participating in music and drama helps to develop a good understanding of different communities. In addition, pupils' contribution to their local community is strong. Promising links have been established with a school in Milton Keynes and another in a Norfolk village to enhance the school's commitment to promoting community cohesion further.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start when they enter the Nursery. In a matter of weeks, children have settled down exceptionally well because of the very strong care and support, coupled with lively teaching delivered by the adults. Good planning ensures that the needs and interests of the children are met. By the end of the Reception Year, they make good progress across all six areas of learning. The children participate in an interesting range of activities, both those led by adults and ones that they choose for themselves. As a result, they grow in confidence. The children listen carefully and most enter into conversation confidently. The development of the outdoor area, which is used effectively, has been a key feature of improved provision. There is evidence of the impact of this on learning, as children apply what they have been taught in new contexts. Although their development is soundly assessed and recorded, the school recognises that developing a more robust tracking system is a priority to ensure that all children are given the opportunity to make maximum progress. The phase leader has a clear focus on raising attainment and accelerating progress and has already promoted key improvements in practice which have led to much better outcomes in targeted areas, especially reading and writing. Good links

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with parents and carers support children's well-being and promote learning. Safeguarding procedures and practices are robust. ♦♦♦

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

From the high proportion of responses received, almost all parents and carers are supportive of the school and are happy with their children's experience at the school and with what it provides for them. The very small number of parental/carer concerns related to children making enough progress at school and the school taking account of parental/carer suggestions and concerns. These aspects are covered in the report. The inspectors consider that pupils' progress is now good and the school is working hard to engage parents and carers in many aspects of school life.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Green Dragon Primary 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 260 completed questionnaires by the end of the on-site inspection. In total, there are 437 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	168	65	83	32	4	2	0	0
The school keeps my child safe	145	56	107	41	5	2	0	0
My school informs me about my child's progress	123	47	117	45	12	5	0	0
My child is making enough progress at this school	116	45	119	46	15	6	4	2
The teaching is good at this school	145	56	100	39	10	4	0	0
The school helps me to support my child's learning	118	45	119	46	16	6	0	0
The school helps my child to have a healthy lifestyle	108	42	143	55	4	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)	111	43	117	45	13	5	0	0
The school meets my child's particular needs	103	40	132	51	14	5	2	1
The school deals effectively with unacceptable behaviour	111	43	118	45	10	4	4	2
The school takes account of my suggestions and concerns	80	31	142	55	17	7	2	1
The school is led and managed effectively	119	46	123	47	4	2	0	0
Overall, I am happy with my child's experience at this school	140	54	102	39	9	4	3	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



8 October 2010

Dear Pupils

Inspection of Green Dragon Primary School, Brentford TW8 0BJ

Thank you for welcoming us to your school. Yours is a good school which has achieved a lot in the last two years. By the end of Year 6, your achievement is good and the school prepares you well for the next stage of your education.

Here are some of the good things in your school.

- The care and support the school gives you are impressive. You and your parents and carers know that you are very well looked after.
- The progress you make is good, especially in English, mathematics and science. You behave very well and show excitement and passion for learning. We were particularly impressed with the progress you are making in writing.
- The teaching is good in your school, and teachers work hard to ensure lessons are lively and exciting.
- The school prepares you well for the future by giving you opportunities through the rich curriculum to develop important life skills.
- The headteacher is leading the school well and staff and governors are good at helping him to make your school even better.

Here are the main things we have asked the school to improve.

- The teachers should always give you work that is hard enough, especially those of you who are quick to learn, and give you specific help on what you need to do to improve it.
- The very good written feedback that you get in developing your writing skills should be extended to other areas of learning.
- The school should work even more closely with your parents and carers to improve your attendance.

You can help by continuing to work hard. Also, unless you have a very good and genuine reason, make sure you attend school everyday.

Yours sincerely

Nasim Butt

Lead inspector (on behalf of the inspection team)

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