

# Selborne Primary School

## Inspection report

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<b>Unique Reference Number</b>	101886
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	355089
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Sarah Conway

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Hart
<b>Headteacher</b>	Barbara Smith
<b>Date of previous school inspection</b>	25 January 2008
<b>School address</b>	Conway Crescent Perivale, Greenford Greenford, Greenford UB6 8JD
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## Introduction

This inspection was carried out by four additional inspectors. They observed 25 lessons and 16 teachers. Meetings were held with groups of pupils, parents and carers, staff and governors. Inspectors observed the school's work, and looked at school policies, the school improvement plan, school assessment information, monitoring records, the governing body minutes and 199 parent questionnaires, together with questionnaires completed by staff and pupils.

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

- The current attainment and progress of all groups of pupils, particularly those in Key Stage 1.
- How effectively teachers use assessment to support pupils' learning and help them understand what they have to do to improve their work.
- The impact of school initiatives to improve outcomes for different groups of pupils, especially those who speak English as an additional language. The impact of senior leaders in bringing about improvements in English and mathematics for all groups of pupils across the school.
- The impact of senior leaders in bringing about improvements in English and mathematics for all groups of pupils across the school.

## Information about the school

Pupils who attend this larger than average primary school are from a variety of ethnic backgrounds with Polish, Indian and Arabic being the largest groups. Mobility is high due to families moving into and out of the local area. The large majority speak English as an additional language with very few being at an early stage of acquiring English. The proportion of pupils with special educational needs and/or disabilities is lower than other schools; most of this group have moderate learning difficulties that include language and communication. The percentage of pupils known to be eligible for free school meals is similar to that of other schools. The school has achieved Healthy Schools status.

The school provides a breakfast and an after-school club. There is Early Years Foundation Stage provision in morning and afternoon Nursery classes and three Reception classes.

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Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The overall effectiveness of Selborne school is satisfactory. It is now improving steadily after a period of instability and a high turnover of staff. The headteacher, the governing body and senior leaders are rightly aware that improving attainment remains the first priority, particularly in reading and writing. Pupils' achievement is satisfactory overall, including for those with special educational needs and/or disabilities. The quality of learning throughout the school is improving strongly. Standards are lower in English than they are in mathematics which reflects a history of inadequate systems to track pupils' progress combined with some weak teaching. ♦ As a result of rigorous monitoring by senior leaders, teaching has improved most notably in upper Key Stage 2 so that here, pupils are on track to achieve better results than in previous years. Notable improvement in teaching has also occurred in the Early Years Foundation Stage, where children's outcomes are also improving as a result of effective leadership and management.

Teaching is satisfactory overall. Some lessons are better when the pace of learning is brisk and teachers' expectations are high. Consequently, pupils' progress is good. However, because the good and better teaching is not widespread, and because of staff changes, such quality is not consistent across the school. The school provides a successful induction programme which helps pupils who arrive at different times in the year and who speak English as an additional language to catch-up. ♦ There are a few lessons where assessment is not used effectively to plan lessons to meet the range of needs in the classroom.

Pupils enjoy school and attend regularly. Their behaviour when moving around school and in lessons is generally good, and they are eager to do well, which is contributing to improvements in progress. Pupils are welcoming and polite to visitors and keen to take on responsibilities within the school. Arrangements for safeguarding meet requirements and staff help pupils to understand how to keep themselves safe. ♦ Spiritual, moral, social and cultural development is good. Pupils show a high level of respect for the different cultures and faiths represented in the school and are caring of each other.

Staff share governors' and senior leaders' ambitions to drive up standards and are united in their commitment to include all pupils, whatever their background or ability, and to enable them to fulfil their potential. Phase and subject leaders are beginning to play a key role in driving up standards. ♦ Self-evaluation procedures are satisfactory, with a wealth of assessment information now in the school. This information is not always used effectively by senior leaders and the governing body to fully analyse the impact of initiatives they take to bring about improvement and to sharpen their understanding of

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what further improvements are required. However, given the improvements secured in teaching and learning, the school's capacity to improve is satisfactory.

## **What does the school need to do to improve further?**

- Accelerate pupils' progress and by July 2011 raise standards by:
  - consolidating improvements in reading and writing so that pupils' attainment matches that of mathematics
  - sharing the effective teaching in the Early Years Foundation Stage and upper Key Stage 2 to ensure that teaching in other year groups is as good ensuring all teachers use assessment more effectively to plan lessons that match the needs of, and provide appropriate challenge for, all groups of pupils.
  - ensuring all teachers use assessment more effectively to plan lessons that match the needs of, and provide appropriate challenge for, all groups of pupils.
- The governing body and senior leaders to make more robust use of assessment information about individuals to sharpen their understanding of what needs to be improved across the school.

## **Outcomes for individuals and groups of pupils**

**3**

Evidence collected during the inspection matched the school's judgement that pupils' achievement is satisfactory overall for all groups of pupils. However, achievement is not consistent and progress by different groups of pupils and across subjects is not yet fast enough. Standards achieved by pupils at the end of Key Stages 1 and 2 are broadly average, but with higher standards in mathematics than in English in both key stages.

Strong relationships contribute to a positive climate in which pupils enjoy learning. The number of pupils achieving the higher levels in Key Stage 2 has improved in recent years but too few pupils reach the higher levels in Key Stage 1 because expectations in the teaching are not high enough. The school deals with the major challenge of mobility well and there are good initiatives in place to help pupils settle into their new school quickly. Recent training to develop teachers' understanding of how to support pupils who speak English as an additional language has ensured that they achieve at the same rate as their classmates. As a result of targeted support from learning support assistants and teachers, pupils with special educational needs and/or disabilities make satisfactory progress. The school's tracking information and inspection evidence indicate significant improvement in attainment and progress for most groups, particularly older pupils. Some of these underachieved in the past.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 use of assessment information is not consistent or rigorous enough in all classes. In most lessons, teachers make clear what pupils must do in order to achieve by the end of each session. In a few lessons, where progress is slowest, the purpose of the learning is not made clear to pupils and teachers do not follow up on any misconceptions. In most lessons, there are some opportunities for pupils to review their previous learning, and check their own or each other's progress. Pupils are given targets in English and mathematics but there is little evidence in pupils' books of how these targets are used to extend learning. ♦♦

The curriculum has recently been revised and links across curriculum areas, especially between English and other subjects, are improving. The school has recently adopted a programme to support raising the self-esteem of pupils and this is contributing to pupils' positive attitudes to learning. All pupils have access to a range of after-school clubs, and a programme of visits enhances pupils' learning. Planning is not as rigorous as it could be in ensuring the range of needs is fully met and this contributes to pupils' satisfactory rather than good outcomes.

Relationships between adults and pupils are good, and there are satisfactory processes and procedures in place for the care of all pupils. Pupils with the highest levels of need benefit from strong links with other agencies and a nurturing school environment so that support is well tailored to their needs. Induction and transition arrangements are good.

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The start to the school day is improving punctuality and pupils' positive attitudes to learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Senior leaders and the governing body demonstrate drive and ambition to take the school forward. The headteacher has a clear vision and her determination to secure improvement is evident in improvements to standards at the end of Key Stage 2. She has an accurate view of teaching and uses this information to sharpen provision and target the most important areas for improvement. Middle leaders are developing and beginning to address weaknesses with enthusiasm. The governing body and senior leaders acknowledge that they need to use assessment information more effectively to sharpen their understanding of where improvements are required across the school.

The governing body provides satisfactory support and challenge. Appropriate safeguarding measures are in place and meet requirements, and staff help pupils understand how to keep themselves safe. School monitoring information shows that all groups perform similarly to each other with improvements made including addressing underachievement. The school itself is a harmonious community. It is establishing links with different communities in this country and abroad but opportunities for them to have direct experience of other communities are limited. Parents and carers value the school and the school is beginning to engage them more fully in their children's learning, such as sessions about the English education system for parents arriving from overseas.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children enter Nursery and Reception with skills and knowledge broadly in line or just below those expected for their age. Children do not automatically transfer from Nursery to Reception and new arrivals to Reception often have little or no pre-school experience. The Early Years Foundation Stage leader has been in post a little over a year and has led significant improvements to the quality of teaching, with outcomes for children now improving strongly. Prior to her arrival, there was a history of underachievement which is being vigorously addressed so that children now make good progress in developing their language and personal, social and emotional skills and broadly expected progress in other areas of development. Children settle quickly into the welcoming atmosphere because personal development is good, relationships are strong and children are well cared for. Staff work purposefully together improving links with parents and carers. They foster positive attitudes to learning and, as a result, children behave well, are confident and sustain their concentration.

The balance between adult-led and child-initiated activities is satisfactory, limited by the size and layout of the indoor space. This limits opportunities for adults to provide a range of stimulating activities to expand children's experience and develop their independence.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are satisfied with the school. They regard the school as happy and welcoming. Most are happy with the progress made. A few parents expressed the view that more-able pupils did not receive sufficient challenge. The inspection evidence shows challenge for the more able has improved in recent years but is inconsistent for all groups across the school. Parents and carers regard the school as caring and supportive. They identify strengths of the school as: the recent improvements achieved by the headteacher, the quality of teaching and after-school clubs. A small minority of parents and carers expressed the view that the school does not deal effectively with unacceptable behaviour. During the inspection, behaviour was found to be good.

Most criticisms were offered constructively and mainly concerned the way the school communicates with parents and carers, and the school's response to their suggestions. Governors have acknowledged that this is an area in which they could improve. ♦ A very few reflected pupils' concerns with playground supervision and inspectors also passed on some concerns with a lack of supervision in one area of the playground.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selborne 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 199 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	48	99	50	1	1	2	1
The school keeps my child safe	92	46	98	49	4	2	1	1
My school informs me about my child's progress	71	36	110	55	12	6	0	0
My child is making enough progress at this school	55	28	119	60	20	10	1	1
The teaching is good at this school	76	38	113	57	8	4	0	0
The school helps me to support my child's learning	61	31	116	58	11	6	1	1
The school helps my child to have a healthy lifestyle	61	31	122	61	10	5	1	1
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)	47	24	120	60	13	7	1	1
The school meets my child's particular needs	42	21	130	65	117	9	1	1
The school deals effectively with unacceptable behaviour	50	23	112	56	24	12	3	2
The school takes account of my suggestions and concerns	32	16	118	59	25	13	4	2
The school is led and managed effectively	54	27	121	61	10	5	3	2
Overall, I am happy with my child's experience at this school	64	31	118	59	11	6	1	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 November 2010

Dear Pupils

**Inspection of Selborne Primary School, Perivale UB6 8JD**

Thank you for being so polite and welcoming when we visited your school recently. We really enjoyed meeting and talking to you. You said you enjoy learning, feel safe and like coming to school. You especially appreciate your teachers who you say help you to learn. Your parents and carers are also pleased with the school.

We found Selborne to be a satisfactory school. Your headteacher and teachers have worked hard to bring about many improvements to the school and they know what to do next to improve it further. You reach higher standards in mathematics than you do in English. ♦ You are now making satisfactory progress in most classes but in the older classes progress is faster. ♦

To make your school even better, we have asked the headteacher, other staff and governors to do the following to improve your school:

- Improve teaching in all classes so that you can make faster progress and achieve higher standards in English.
- Use their knowledge of how well you are doing to plan lessons so that everyone makes good progress.
- Governors and school leaders to make better use of information about how well each one of you is doing to gain a better view of what needs improving across the school.

All of you can help your teachers by coming to school regularly, continuing to be really eager to learn, and behaving well in lessons.

Yours sincerely

Sarah Conway

Lead inspector

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