

Essendine Primary School

Inspection report

Unique Reference Number	101111
Local Authority	Westminster
Inspection number	354943
Inspection dates	10–11 March 2011
Reporting inspector	David Shepherd

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	478
Appropriate authority	The governing body
Chair	Jamie de Souza
Headteacher	Ken Battye
Date of previous school inspection	7 May 2008
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Introduction

This inspection was carried out by four additional inspectors, who observed 20 lessons led by 16 different teachers. Meetings were held with the senior staff, a group of pupils and two governors, including the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 109 parents and carers, 41 staff and 76 pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why do more-able pupils in Years 2 and 6 appear not to achieve as highly in reading, writing and mathematics as their peers in other schools?
- Why is the attainment of pupils in Year 2 significantly lower in reading and mathematics than that found nationally?
- How consistent is teaching throughout the school, in particular the feedback given to pupils about their work?
- What is the impact on progress and attainment of the monitoring carried out by senior and middle leaders? What is the impact on progress and attainment of the monitoring carried out by senior and middle leaders?

Information about the school

The school is larger than most primary schools, and draws its pupils from the local area. The proportion of pupils from minority ethnic backgrounds is high, and a large majority speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Their main needs are speech, language and communication difficulties, specific learning difficulties and behavioural, social and emotional difficulties. A higher than average proportion of pupils has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is above average. The Early Years Foundation Stage is made up of two Nursery classes and three Reception classes. The school has gained Healthy Schools status and the Activemark award. The school did not take part in the national tests at the end of Year 6 in 2010. An after-school club run by the local authority shares the school site, but as this is not managed by the school's governing body it was not included in the inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Essendine Primary School provides a satisfactory education. Pupils make satisfactory progress because the teaching is satisfactory overall. There are some good features in the school's work. In particular, good care, guidance and support mean that pupils enjoy school, feel safe, behave well, get on well together, lead healthy lifestyles and play a significant part in enabling the school to run smoothly.

Pupils' attainment at the end of Year 6 is broadly average, but higher in reading than in writing and mathematics because the school has made reading a priority in recent years. In 2010, the most-able pupils in Years 2 and 6 did not perform as well as their peers in other schools in reading, writing and mathematics. The main reason for this weakness is that teachers do not routinely set tasks in lessons that are matched closely to the different abilities of pupils, especially for the most-able pupils. As a result, these pupils do not make the progress of which they are capable and pupils with special educational needs and/or disabilities only make satisfactory progress with considerable support to help them succeed.

A notable feature of lessons is the consistently good relationships between pupils and adults. As a result, pupils try hard to please staff. Teachers and teaching assistants provide good guidance and support for pupils in their groups during lessons. However, pupils working independently are not given enough guidance to correct their misunderstandings and this slows down the progress they make. Marking is encouraging but does not always provide enough guidance for pupils, and where next steps are indicated, pupils are not always given enough time to respond to the suggestions made. The curriculum is enriched by a wide variety of visitors to the school and visits to places of interest. However, it does not include enough planned opportunities for pupils to consolidate and extend their writing skills.

◆ The headteacher has a clear vision for the school, which is shared by the deputy headteacher and senior staff. Senior staff and middle leaders are gaining the skills necessary to carry out their roles, but have not yet had a strong enough impact on learning. This is especially the case in mathematics, where some staff lack the expertise necessary to teach all aspects of the subject, especially to the most-able pupils. Data from each class are analysed carefully but are not used effectively to correct underachievement, and the targets set for pupils in writing and mathematics do not always reflect pupils' different abilities. The governing body is keen and supportive but has not been successful in providing the school with the challenge necessary to aid improvement. Self-evaluation is accurate and appropriate priorities for development are identified. This underpins the school's satisfactory capacity to sustain further improvement. However, planning is too detailed to give a clear focus on the key actions that need to be taken to raise attainment.

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What does the school need to do to improve further?

- By July 2012, raise attainment in writing and mathematics to above average by:
 - providing pupils with regular opportunities to consolidate and extend their skills in writing in different subjects
 - increasing staff expertise to enable them to promote effectively pupils' mathematical thinking.
- By October 2011, improve the quality and consistency of teaching and assessment so that at least 80% of lessons are good or better, by:
 - matching tasks more closely to the abilities of pupils, especially the most able
 - ensuring that pupils' misconceptions are corrected during lessons
 - ensuring that marking always indicates the next steps in pupils' learning, and providing pupils with opportunities to correct their mistakes.
- Ensure that monitoring and evaluation by senior and middle leaders lead to accelerating progress and rising attainment by:
 - using the outcomes from data analysis to correct any underachievement
 - setting pupils targets that are matched appropriately to their different abilities
 - devising and implementing plans that focus on the key actions to raise attainment. devising and implementing plans that focus on the key actions to raise attainment.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory, given that they start school with skills that are broadly in line with national expectations and the standards seen in lessons and books were broadly average. Pupils settle down quickly to their work. For example, in Year 6 pupils worked industriously when converting units of measurement in capacity. Pupils in Year 5 enjoyed finding ways of solving a practical problem by moving around squares of card that represented frogs on a lily leaf. In Year 2, pupils talked eagerly about how they had changed parts of a story in their writing. There are no significant differences in attainment between boys and girls, and pupils who speak English as an additional language are given suitable focused language support to ensure they can keep up with their classmates. ♦

♦ Pupils know about healthy foods and the importance of exercise. They enjoy physical activities in lessons as well as at playtimes and lunchtimes. The responses on these topics in pupils' questionnaires indicate the positive impact of achieving Healthy Schools status and the Activemark. Pupils behaved well in the lessons seen, and sometimes their behaviour was exemplary. However, a few mentioned in their questionnaires that on occasions behaviour is not always good. Pupils make a good contribution to the school community. For example, they put on performances in school and in the local community, such as the choir singing at the Royal Albert Hall along with other schools. They have raised money for a range of charities at home and abroad. Elected pupils represent their peers on the school council. Pupils reflect thoughtfully upon some of the broader issues in life, such as respect. They have a good sense of fairness and know the correct way to

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behave. They learn about aspects of other cultures but their understanding of different religious beliefs and practices is not so well developed. Attendance is average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
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	3
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?

Teachers' planning and classroom organisation are effective in enabling lessons to flow smoothly. The purpose of the lesson and what pupils are expected to achieve are explained effectively to pupils, and used to judge how well pupils have achieved during lessons. However, sometimes, work is too easy for the most-able pupils. Teachers and teaching assistants support pupils with special educational needs and/or disabilities satisfactorily on an individual and/or group basis and this helps them in their understanding of particular aspects of their work. This additional teaching helps them to make satisfactory progress. Teachers include encouraging comments when marking work, especially in writing, but pupils do not receive enough guidance about their next steps in learning, especially in mathematics. ◆◆◆

Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and visits to places of interest and visitors to the school are popular with pupils. During the inspection, the performance of Shakespeare's Macbeth illustrated excellent curriculum enrichment as Year 5 pupils had learnt their lines extremely well and performed their characters with great skill and

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confidence. However, pupils' writing skills are not developed regularly enough in subjects such as history, geography and religious education, and this prevents pupils from making quicker progress.

◆ Good arrangements for pupils joining the school ensure that they settle quickly. In replies to their questionnaire, most pupils responded that they were well looked by the staff. Procedures for promoting attendance are satisfactory. Transition arrangements are good from Reception to Year 1 and from Year 6 to secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, with the support of senior and middle leaders, has developed a clear vision for the school. This is not always shared effectively with some of the more recently appointed staff. The school identifies appropriately the strengths and weaknesses of teaching and learning. These are then incorporated into plans to improve provision. However, the high turnover of teaching staff last year makes it difficult to identify the impact of these plans on pupils' learning, and this limits their effectiveness. Data are analysed satisfactorily but lessons learned from this analysis are not always included effectively enough in setting targets for pupils and school planning. Morale is high, as indicated by the positive responses to their questionnaire from staff.

The school has a generally positive relationship with parents and carers. Initiatives such as the weekly coffee mornings, annual surveys of parents and carers, the annual parents and carers in school week, text messaging and the school website all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for parents' evenings and school productions. However, a few parents and carers are not satisfied with all aspects of the school's work.

Links with the local authority, medical services and local schools help to promote effectively the personal development and well-being of pupils, but do not have such a strong influence in enriching the curriculum. Governance is satisfactory. The governing body is ambitious for the school to do well, is supportive and shows high levels of commitment to the school. However, it does not provide enough challenge to enable it to make a significant contribution to improvements. Safeguarding procedures are good. The site is safe and secure, and all staff are rigorously vetted and trained regularly in child protection procedures.

◆ The school tackles any racist behaviour and discrimination well. It provides appropriate support for pupils with special educational needs and/or disabilities but the needs of the

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most-able pupils are not always met. Community cohesion is satisfactory. Pupils have a good knowledge and understanding of their local community and a growing understanding of the wider national and international communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children receive a satisfactory start to their schooling. They make satisfactory overall progress, but it is fastest in communication, language and literacy and slowest in problem solving, reasoning and numeracy. ♦

Children enjoy their learning and work well independently. They are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing. They practise the sounds letters make (phonics), read, write, count and play with toys and other equipment. However, planning does not yet focus enough on tackling the weaknesses in mathematical ability and writing that are reflected in pupils' work further up the school. Behaviour is good and children get on well with each other and adults. The learning environment is stimulating and well organised inside and outside. It provides children with an enjoyable range of activities and all aspects of learning are included outdoors.

♦ Four of the five Early Years Foundation Stage teachers are new to the school, but they are working well together as a team. They are developing a sound understanding about early years provision. On a few occasions, staff do not extend children's thinking enough because they leave them working independently for too long. Children's progress is monitored and recorded systematically. Portfolios of children's achievements are kept and these are appreciated by parents and carers. Links with parents and carers are good. Induction procedures are good and children quickly settle into school routines.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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	3

Views of parents and carers

The response rate from parents and carers to the questionnaire was below average. Their views were largely positive, although approximately one tenth of the questionnaires returned included written comments and many of these were critical of the school. Nonetheless, parents and carers felt that the school keeps their children safe, their children enjoy school, and the school deals effectively with behaviour and keeps them informed about progress. One wrote, 'The school has an excellent sense of community with parents and teachers all working together for the safety and well-being of our children.'

◆ A few parents and carers wrote that the school does not always meet the needs of their children well enough. A further general concern was that the school does not take the suggestions of parents and carers into account. The inspection found that the school meets the needs of pupils satisfactorily although not enough of the most able pupils reach higher levels of attainment. The school has responded to the suggestions of parents and carers by providing mathematics workshops for parents and carers, rescheduling times for assemblies and performances to suit parents and carers better and providing dates for termly events in advance.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Essendine 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 109 completed questionnaires by the end of the on-site inspection. In total, there are 478 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	54	47	43	1	1	1	1
The school keeps my child safe	57	52	52	48	0	0	0	0
My school informs me about my child's progress	51	47	48	44	4	4	0	0
My child is making enough progress at this school	49	45	44	40	13	12	2	2
The teaching is good at this school	52	48	41	38	11	10	3	3
The school helps me to support my child's learning	37	34	52	48	13	12	2	2
The school helps my child to have a healthy lifestyle	41	38	55	50	11	10	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)	35	32	57	52	8	7	1	1
The school meets my child's particular needs	38	35	50	46	10	9	2	2
The school deals effectively with unacceptable behaviour	45	41	54	50	3	3	0	0
The school takes account of my suggestions and concerns	27	25	60	55	10	9	3	3
The school is led and managed effectively	44	40	49	45	6	6	6	6
Overall, I am happy with my child's experience at this school	56	51	37	34	10	9	3	3

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



14 March 2011

Dear Pupils

Inspection of Essendine Primary School, London, W9 2LR

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to a satisfactory school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on really well with each other.
- You feel safe and know the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants, and try your best to please them.
- You are well behaved and make a good contribution to the school.
- Your teachers and teaching assistants look after you well.

We have asked your headteacher, teachers and the governing body to do three things to make your school better.

- Provide you with more opportunities to write in different subjects and help you improve your mathematics.
- Set work which all of you find challenging, especially those of you who can learn quickly, make sure you understand your work during lessons, and give you time to carry out the improvements suggested in marking.
- Set you targets for improvement that are based on the progress you have made in your work.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd Lead inspector

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