

West Hill Primary School

Inspection report

Unique Reference Number	101024
Local Authority	Wandsworth
Inspection number	354931
Inspection dates	23–24 March 2011
Reporting inspector	Barbara Atcheson

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	236
Appropriate authority	The governing body
Chair	Maria Liddy and Deborah Sedden
Headteacher	Julie Dobson
Date of previous school inspection	4 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 21 lessons taught by 10 teachers. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school policies, including those relating to safeguarding, minutes of governing body meetings, planning documents, pupils' work and questionnaires returned from 105 pupils, 26 staff and 64 parents and carers.

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

- The success of the school's work to accelerate progress and raise attainment in English.
- Whether the quality of teaching and learning and the rigour and accuracy of assessment are good enough to ensure the right level of challenge for pupils, particularly girls and the more able.
- The effectiveness of leaders at all levels in raising achievement and sustaining improvement.

Information about the school

The school is of average size. The pupils come from a wide variety of minority ethnic groups, the largest groups being Black African and Pakistani. Two thirds of the pupils are learning to speak English as an additional language. A large majority of these pupils speak Urdu or Somali in addition to learning English. Just under half of the pupils are known to be eligible for free school meals. This is a higher than average proportion. One third of the pupils have special educational needs and/or disabilities. Their needs mainly relate to speech, language and social communication difficulties and specific learning difficulties. There is a high turnover of pupils joining and leaving the school at different times. Children enter the Early Years Foundation Stage into a Nursery and a Reception class. A children's centre was built on the site in 2009. The school has Level 1 of the UNICEF Rights Respecting School Award.

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

West Hill is a good school. Parents and carers appreciate the high level of care, guidance and support their children receive and have overwhelmingly positive views about the school. It is a diverse, but cohesive community which provides a warm, welcoming and stimulating environment. Pupils' own involvement in the school's work to become a rights respecting school is reflected in their consistently thoughtful and mature behaviour. New pupils settle quickly because they feel safe, secure and ready to learn. A number of these pupils have not been in the country for long and some have never previously been to school. Pupils work and play harmoniously and have a huge respect for each other's values and beliefs.

Under the strong leadership of the headteacher, ably supported by the senior leadership team and members of the governing body, the school has made good progress since the previous inspection. United in their determination to raise standards and expectations, senior leaders have identified what needs to be done and implemented successful measures that have raised attainment in mathematics, at the end of Year 6, from below to above average levels. Recently introduced initiatives in reading and writing are already reaping rewards and having a positive impact on progress and attainment, which are broadly average at the end of Year 6. This concerted action to raise standards, based on the school's clear and accurate review of its performance, demonstrates the school's good capacity to sustain improvement.

Pupils achieve well as a result of good teaching, an enquiry-based curriculum and the school's excellent partnerships in promoting learning and well-being. A number of pupils speak little or no English and for some their stay is very short. The school views this as a challenge rather than a limiting factor. Senior leaders and staff are fully committed to ensuring that all pupils make good progress. As a result, progress from Key Stage 1 to Key Stage 2 in all subjects in 2010 was significantly above the previous year.

Teaching is good because senior leaders work hard to coach and model good practice. However, there are a few inconsistencies. Pupils' work is marked conscientiously but teachers do not always indicate the next steps in learning or give pupils time to make those improvements. While most teachers have high expectations of how work should be presented, this is not always the case. Teachers have good subject knowledge and use specific vocabulary accurately. However, pupils, particularly those who are learning to speak English as an additional language, often find these terms hard to retain without a personal bank of words to help them improve their writing and secure their learning. Provision in the Early Years Foundation Stage is good, and as a result children make good progress from a low starting point. Although the outside area is well resourced, too few of the activities are aimed at extending children's reading, writing and numeracy skills.

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What does the school need to do to improve further?

- By January 2012, improve the overall quality of teaching and learning by ensuring that:
 - teachers' marking clearly shows pupils what they have to do to improve ♦ and that pupils are given time to respond
 - teachers provide pupils with a bank of subject specific vocabulary in order to improve the quality of their writing
 - teachers have consistently high expectations with regard to the presentation of work.
- By January 2012, improve the overall quality of provision in the Early Years Foundation Stage by:
 - increasing the number of learning opportunities for reading, writing and numeracy in the outside environment.

Outcomes for individuals and groups of pupils

2

All pupils enjoy their learning and make good progress from low starting points. The majority of the current Year 6 is on track to reach broadly average levels by the end of the year. Pupils who have been at the school longest make the most progress. An above average percentage of these pupils are on track to reach Level 4 and Level 5 in English and mathematics at the end of Year 6. Evidence from the inspection and the school's detailed analysis of pupils' progress show that, apart from this, there are no significant patterns in the performance of different groups including Black African and Pakistani, girls or the more-able pupils. Small, tailor-made group work helps to close specific learning gaps of underachievers. Pupils act as translators for classmates who are learning to speak English as an additional language. The progress of these pupils is tracked and they receive good support in lessons. Pupils with special educational needs and/or disabilities make good progress as a result of the well-targeted help from their teachers and teaching assistants. For example, in a Year 6 improver group for mathematics, the teacher used the interactive whiteboard well to illustrate and simplify their work on coordinates. As a result, the pupils worked quickly and with confidence in an area they had hitherto found difficult.

Pupils have positive attitudes to their learning. They are keen and enthusiastic learners. They say 'nothing stops us getting better'. For example, Year 4 pupils who were learning the different techniques in presenting a poem were transfixed by the audio-visual clips used to demonstrate what could be achieved. They could not wait to start their own work, saying 'It makes you want to get involved in your learning.' ♦ Year 5 pupils were extremely eager to demonstrate different ways of making a rectangle that was 12 square centimetres. They listened with great respect when their classmates were chosen to explain their formulae and when the teacher skilfully used any misconceptions to deepen their understanding and extend their thinking.

The highly positive ethos that results from the outstanding care that pupils receive enables them to develop a clear set of personal values. They work and play harmoniously and say 'we get on brilliantly'. Attendance is average and behaviour is outstanding. Pupils report that there is no bullying and know that there will always be someone who will listen to

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them. Pupils are very knowledgeable about how to stay safe and have a good understanding of how to lead a healthy lifestyle. They enjoy a healthy choice at lunchtime and fruit at break time. The school council is proud of the work it is doing with local councillors towards improving the local community.

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	3
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	1
Pupils' behaviour	1
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	1

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?

Pupils enjoy lessons where teaching is focused and purposeful and there is a good level of challenge. For example, Year 6 pupils were urged to 'go the extra mile' when choosing effective adjectives to describe a doll bought at a car boot sale. As a result, the quality of their work improved. Instead of, for example, writing 'red lips', one girl who is learning to speak English as an additional language chose to write 'ruby red lips'. The teacher used questions well to deepen pupils' thinking and the pupils, including the boys, came up with enthusiastic answers that demonstrated imagination. Good use of opportunities to talk ideas over and rehearse answers with their partners improved their ideas even further. Teachers mark books regularly but do not always give pupils the next steps in their learning. Neither do they always give pupils the time to correct their work. Most of the work in books is neat and shows that pupils have pride in their work. However, in a few books, untidy handwriting and lack of organisation goes unchecked. Teachers' own subject knowledge is good and they use subject specific vocabulary well. However, pupils, many

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of them in the early stages of learning English, do not always use these new words in their work as they do not have any strategies to recall them.

A new, exciting curriculum which makes meaningful links between subjects has been put in place. The curriculum's success in meeting pupils' needs is due to the integral part they have played in developing topic areas that are relevant to their experience. Although it is very new there are already signs that the new curriculum is motivating pupils, improving literacy across the school and making a strong contribution to pupils' good achievement.

The extremely high level of care, guidance and support enjoyed by all of the pupils and their families ensures that every pupil participates fully in all aspects of school life. Highly effective partnerships with a range of extended services support pupils and families, especially the most vulnerable. The school's children's centre provides crucial support onsite, through a range of agencies. It affords opportunities for parents and carers to take part in family learning and support groups, adult English and mathematics and English for speakers of other languages classes. The learning mentor provides excellent support to vulnerable pupils and their families. External support is sought quickly when needed to improve the learning and well-being of the pupils and help families when they have to face difficulties. Pupils with special educational needs and/or disabilities benefit from the excellent support of teaching assistants who are highly skilled at adapting work to the pupils' interests and capabilities and encouraging their language development and concentration.

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	1

How effective are leadership and management?

The headteacher's clear vision, passion for improvement and commitment to achieving the best possible outcomes is shared by the whole school community. Leadership and management are distributed across all levels of the school and this has proved to be a powerful tool for improvement. Staff are keen to take on new initiatives because they are confident that they have the backing and support of well-respected senior leaders. These leaders not only monitor and evaluate the quality of teaching and learning but they successfully model lessons and mentor and coach staff so that they can raise attainment and accelerate progress. The school's accurate tracking system highlights any underperformance. This, together with the school's outstanding care and guidance for all pupils, ensures that the school's provision to secure equal opportunities and tackle discrimination is good. The school's performance is monitored and evaluated systematically and used carefully to make detailed and effective plans for improvement.

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Members of the governing body gain a good knowledge and understanding of the school through half-termly briefings, aimed at giving them the necessary information to further question school improvement and performance. These briefings have been crucial in helping members of the governing body to play a strategic role in the life of the school. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. The school community is strongly cohesive. The pupils are proud of their school and say that everyone gets on well with each other. A clear plan is in place for promoting pupils' understanding from local, national and global perspectives. While links with contrasting communities within the United Kingdom have been developed well, pupils' knowledge and understanding of the global community are at an earlier stage of development.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
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

The children make good progress in the Early Years Foundation Stage so the majority reach expected levels by the time they leave Reception. However, there is a high turnover of children at this end of the school and those who enter the Nursery are not the same children who go on to make up Year 1. The children settle quickly to the welcoming atmosphere because personal development is very good, relationships are strong and the children are cared for very well. The staff foster positive attitudes to learning and, as a result, behaviour is good and children are confident and sustain their concentration. Staff know the children well and foster independent learning skills through a range of activities. For example, the children take good care of each other in the 'hospital', using and developing their language skills. Children feel safe and know who to go to should anything concern them. They show that they know how to keep safe through their play. One boy

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made sure that he put his hard hat on before explaining, 'I'm going to use a spanner to fix my car.'

The learning environment both indoors and outside is well resourced, bright and welcoming. However, activities that are planned for learning outside do not always give children sufficient opportunity to practise and extend their literacy and numeracy skills. Children who are at the early stages of learning to speak English as an additional language benefit from the good support that adults give. Teaching assistants provide focused help for children with special educational needs and/or disabilities.

Partnerships with parents and carers are good, children are well cared for, and all safeguarding procedures are securely in place. The good leadership of the Early Years Foundation Stage has effectively ensured that what the children do in school is related to their individual needs. Consequently, the children benefit from good provision for their welfare, learning and development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

As the school had recently carried out a very similar questionnaire to parents and carers, there was a below average return to the inspection questionnaire. However, the overwhelming majority of parents and carers who responded were positive about all aspects of school life. Evidence from the inspection supports parents' and carers' views that children enjoy school, and that care for their health and safety is good. Parents and carers are very happy with the teaching that their children receive and the way in which the school helps them to support their learning. All of those who responded say they are happy with their children's experience at the school and feel that the schools meets the needs of their child and prepares them well for the future.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	64	23	36	0	0	0	0
The school keeps my child safe	34	53	29	45	0	0	0	0
My school informs me about my child's progress	32	50	30	47	1	2	0	0
My child is making enough progress at this school	28	44	35	55	1	2	0	0
The teaching is good at this school	34	53	29	45	0	0	0	0
The school helps me to support my child's learning	38	59	26	41	0	0	0	0
The school helps my child to have a healthy lifestyle	31	48	32	50	1	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)	29	45	33	52	0	0	0	0
The school meets my child's particular needs	32	50	31	48	0	0	0	0
The school deals effectively with unacceptable behaviour	30	47	33	52	1	2	0	0
The school takes account of my suggestions and concerns	31	48	30	47	1	2	0	0
The school is led and managed effectively	29	45	31	48	1	2	0	0
Overall, I am happy with my child's experience at this school	38	59	26	41	0	0	0	0

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.



25 March 2011

Dear Pupils

Inspection of West Hill Primary School, Wandsworth SW18 5ST

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us with our work. Your school gives you a good standard of education and there are a lot of things your school does well.

You told us that you enjoy school and that you feel very safe. We found that everybody in school looks after you very well, especially those of you who have difficulties from time to time. We were impressed with your understanding and knowledge of how to keep fit and your healthy lifestyles. We could see that you behave very well, get on well with each other and help the school to run smoothly.

Your headteacher and other staff know that there is still work to be done to make the school even better. We have asked the school to do two things.

- It should make sure that when teachers mark your books they give you clear help on how to improve and that you have the time to make those improvements. It should make sure that teachers give you a list of new words for your topics to help you improve your writing. It should also make sure that teachers help you to take pride in always setting your work out neatly.
- It should ensure that teachers plan more opportunities for children in the Nursery and Reception classes to do reading, writing and number work outside.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson
Lead inspector

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