

Norwood Green Infant and Nursery School

Inspection report

Unique Reference Number	102496
Local Authority	Hounslow
Inspection number	355206
Inspection dates	16–17 May 2011
Reporting inspector	John Carnaghan

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Charanjit Ajit Singh
Headteacher	Daniel Willetts
Date of previous school inspection	11 October 2007
School address	Thornclyffe Road Southall, Middlesex Southall UB2 5RN
Telephone number	020 8574 1416
Fax number	020 8574 6442
Email address	head@norwoodgreen-inf.hounslow.sch.uk

Age group	3–7
Inspection dates	16–17 May 2011
Inspection number	355206

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3–7
Inspection dates	16–17 May 2011
Inspection number	355206

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. They saw 17 lessons taught by 11 teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at its assessments, records and policies as well as the questionnaires completed by staff and 57 parents and carers.

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

- What are the recent trends in pupils' attainment and is progress consistent between different groups?
- How effective is the school's approach to tackling attendance?
- Do the provision and outcomes in the Early Years Foundation Stage indicate outstanding practice?

Information about the school

This is a larger-than-average infant and nursery school. It has specially resourced provision for 16 pupils with special educational needs and/or disabilities who are deaf. The proportion of pupils with special educational needs and/or disabilities is above average. Most pupils are from minority ethnic backgrounds, with almost half from the largest group, Asian or Asian British Indian. Other large groups are Asian or Asian British Pakistani and Black or Black British African. A very large majority of pupils do not speak English as their first language. Childcare provision for up to 30 children every morning during term time is managed by the governing body. The school holds a number of national awards, including Artsmark Gold.

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

Norwood Green Infant and Nursery School provides a good education. It has some outstanding features. In challenging circumstances, with pupils from a wide and changing variety of ethnic, cultural, linguistic and religious backgrounds, it places its pupils at the centre of what it does and provides them with a good start to their education. The Early Years Foundation Stage is outstanding. It helps many children to overcome significant language and other barriers and equips them well for the future. The playgroup provides many children with a strong start to school.

The headteacher's enthusiasm and commitment inspire staff to work well as a team and to include all pupils in school life. Good care promotes a calm ethos. All groups of pupils, whatever their needs, are well understood and strongly supported. Deaf pupils are very well supported and empowered to make good progress in both their personal and academic development. These features and good teaching ensure consistently good achievement for all pupils. Attainment at the end of Year 2 is average but progress is good. Pupils enjoy school, saying they feel very safe, and parents and carers strongly support this view. Pupils demonstrate outstanding knowledge of how to stay safe both on the internet and in the wider world. Rigorous work to improve attendance has had limited effect because many families absent pupils from school for a number of days so that they may take part in religious celebrations and for unauthorised term time holidays. The school has begun to work more closely with local religious leaders to minimise these absences.

Most teaching is good or better so pupils learn well. Many lessons are characterised by high expectations, good planning and effective support from skilled teaching assistants. Pupils' behaviour and attitudes are invariably excellent. However, in some lessons teachers talk for too long and the pace is slow, so progress here is only satisfactory. The many interesting activities and opportunities that make up the curriculum quickly capture pupils' imagination. The school plays a significant role in ensuring the local community is cohesive. However, it does not offer enough opportunities for pupils to experience contrasting environments in this country and internationally.

Leaders, managers and the governing body know the school well because self-evaluation is effective. They use the clear picture this gives to tackle concerns and produce relevant plans for the future that drive improvement and embody the school's high ambitions. The headteacher and leadership team run the school well and have maintained previously good levels of performance. The school's capacity for sustained improvement is good.

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

What does the school need to do to improve further?

- Build on the school's good work to engage with all cultural and religious groups in the community to further emphasise the importance of attendance, reducing levels of absence.
- By January 2012, ensure that all lessons have good pace, promoting faster progress and higher attainment.
- By January 2012, develop the school's community-cohesion offering so that it provides better opportunities for pupils to understand life in contrasting parts of this country and abroad.

Outcomes for individuals and groups of pupils

2

Attainment at the end of Year 2 is improving slowly but remains close to the national average. Good teaching ensures good progress, with no significant differences between subjects or groups of pupils. This consistency arises from the school's thorough use of assessment to identify variations in performance and the swift actions taken to help pupils overcome barriers. Highly skilled teachers and teaching assistants support deaf pupils so they, too, make good progress. Given their starting points, the achievement of all groups of pupils, including those with special educational needs and/or disabilities, is good.

Pupils enjoy school and are attentive and keen learners. Most lessons are good or better so that there are many opportunities for all pupils to make good progress. For example, an outstanding English lesson was carefully planned to include numerous stimulating activities and to deploy additional adults accurately to support each group of pupils. Laptop computers were used creatively to support learning and many of these Year 1 pupils used internet search engines to find information on rainforests to help their writing.

Fitness and exercise are a high priority for pupils and they have very clear views of their significance and that of diet in their healthy development. Competitions, such as 'the healthy lunchbox', are enthusiastically received. Pupils have excellent attitudes to learning and get along very well together, and behaviour in classrooms and around the school is exemplary. The school council provides a splendid forum for pupils' views and their suggestions play a major part in defining their curriculum. Pupils' suggestions also led to the establishment of the popular after-school fitness club. Many pupils participate enthusiastically in festivals that celebrate the numerous cultures of the local community.

Attendance is average. There have been some improvements, but absences linked to religious observance have had a negative impact on overall figures. These, in turn, have hindered the development of qualities relevant to pupils' future economic well-being; in particular, limitations in their ability to apply literacy and numeracy skills to a range of contexts are often the reason for their average attainment in English and mathematics.

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

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	1
The extent to which pupils contribute to the school and wider community	1
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?

The school offers a welcoming environment and arrangements for pupils' transition to new key stages both within the school and in the adjacent junior school are very effective. Staff are very well deployed to support pupils effectively. Both teachers and teaching assistants are well trained to assist with the variety of needs within the school, including those of deaf pupils. Very close links with speech therapists provide further support for the deaf. Pupils facing significant barriers to their development receive particularly effective interventions and the school can point to numerous examples where it has helped individuals overcome difficulties. The school works intensively with parents, carers and others to promote attendance. For example, it has consulted a local Muslim imam and other local religious leaders to try and reduce absences arising from the observance of religious celebrations.

Lessons have a number of common strengths and most promote good learning. Teachers have good subject knowledge and plan carefully so both resources and other adults are very effectively deployed. Teaching assistants provide good support, including for deaf pupils. Classroom relationships are warm and constructive; adults and pupils collaborate effectively to ensure strong progress. Pupils are given interesting tasks that are carefully adjusted to challenge everyone. Thorough marking and assessment enable teachers to keep a close eye on individuals and to offer constructive feedback, so pupils know how to improve their work. Occasionally, teachers do not drive the pace of the lesson sufficiently.

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

Pupils can spend too long passively listening to teachers and lack deadlines in their independent activities, so their learning slows down.

The curriculum is well designed to meet pupils' needs and interests. The needs of deaf pupils and those for whom English is an additional language are fully met, promoting similar progress to their peers. Pupils are consulted about what they would like to study. For example, in discussing what they should investigate when studying the seaside, some pupils suggested comparing beaches in England with those in Pakistan. Links between subjects stimulate interest. Information and communication technology is used well, for example when Year 1 pupils researched international texts on the internet. The significant role of the arts in school has been recognised twice through the Artsmark Gold award. There is a good range of popular sporting and other lunchtime and after-school clubs.

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 headteacher enthuses staff with his ambition for the school and high expectations for pupils. Leaders and managers at all levels share his vision and are motivated and enthusiastic in driving forward improvements. Rigorous monitoring and effective follow-up have enabled the school to maintain good teaching in a period of rapid staff turnover. Thorough assessment and analysis establishes priorities for the future, well summarised in school development plans. The leadership of the Centre for Hearing Impaired Pupils is good, ensuring that all adults receive appropriate signing training, and all pupils have an awareness of deafness and some understanding of signing.

The governing body is pro-active in supporting the school. Members are systematically involved in evaluation, although their analysis of assessment information is over-reliant on the school. Nevertheless, the governing body has constructive relationships with the school and offers determined challenges to secure improvements. Governors are rigorous in ensuring pupils' safety. Safeguarding is good, policies and procedures are robust and the site is secure. Staff have received appropriate training, including in child protection. While policies are regularly reviewed, this is not always evident in school records.

The school provides very good information to families about their children's progress and is exceptionally active in developing partnerships with parents and carers. For example, a relatively recent influx of families from Somalia was addressed by inviting parents and carers to a meeting where they expressed their concerns as their children started at the school. Sessions to help these parents and carers developed their understanding of British education so well that the progress of their children is at now least as high as their peers.

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

Outstanding partnerships provide many additional opportunities for pupils, from the wide range of sports taught by visiting coaches to French and dance teaching.

While the school is very cohesive and has a good informal understanding of its context, a lack of detailed analysis means that its provision for developing pupils' grasp of the significance of community cohesion is limited. Existing links with schools and groups in contrasting environments are insufficiently used to develop pupils' understanding of its community in a national and global context.

The school is inclusive and takes concerted actions to promote equality of opportunity. Discrimination is virtually unknown. Good monitoring identifies the characteristics of progress of pupils from different minority ethnic groups, promoting actions to eradicate disparities. This ensures consistent progress across the school. Pupils who are deaf are fully integrated into most aspects of school life.

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and aptitudes well below the levels expected for their age. Many start the Nursery with little understanding of English and limited social development. They settle well into the school's stimulating and welcoming environment. Adults use their fluency in many of the children's home languages to provide exceptional care at this early stage. The considerable expertise of all adults and the well-designed curriculum ensure children rapidly develop confidence and independence and are receptive to the numerous opportunities available. Children demonstrate outstanding progress and, by the end of the Reception Year, their attainment is average, which is a significant step forward. They demonstrate positive relationships, excellent behaviour and high levels of self control and are very well prepared for their

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

ongoing education. Children in the playgroup make good progress because of the effective, well-organised provision.

Staff provide rich and imaginative experiences. Excellent management, organisation and planning ensure that outstanding resources are well used. Teaching motivates children's sense of enquiry and love of learning, maintaining a good balance between adult-led and child-initiated learning and between indoor and outdoor activities. Adults manage children very skilfully and place a high priority on safety. Progress is carefully assessed through regular observations. This information is analysed very successfully so each child is well known and additional help is provided if required.

Starting with home visits before children's entry into the Nursery, the school develops very effective partnerships with parents, who are well informed about their children's development. Adults in the Early Years Foundation Stage share a common sense of purpose. Leaders have high aspirations for children and support this through very effective self-evaluation, clear and effective planning for the future and providing training opportunities to maintain and develop adults' skills. The playgroup is well led and managed and complies with requirements for registration. Its records of children's progress have improved, but it lacks methods for systematic self-evaluation.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents' and carers' views of the school are overwhelmingly favourable. Almost all who responded to the inspection survey reported that leadership and management are effective, that their children enjoy school and that the school keeps children safe. Most are happy with their child's experience of school. A few parents and carers had concerns about children's progress and preparation for the future. Inspection evidence showed that progress is good and pupils' preparation for the future is satisfactory. The response rate to the inspection survey was lower than average.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Norwood Green Nursery and Infant 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	81	8	14	0	0	1	2
The school keeps my child safe	39	68	17	30	0	0	1	2
My school informs me about my child's progress	30	53	24	42	3	5	0	0
My child is making enough progress at this school	33	58	20	35	3	5	1	2
The teaching is good at this school	37	65	18	32	2	4	0	0
The school helps me to support my child's learning	30	53	24	42	1	2	1	2
The school helps my child to have a healthy lifestyle	35	61	20	35	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)	28	49	20	35	3	5	1	2
The school meets my child's particular needs	29	51	24	42	2	4	1	2
The school deals effectively with unacceptable behaviour	28	49	25	44	1	2	1	2
The school takes account of my suggestions and concerns	31	54	21	37	2	4	1	2
The school is led and managed effectively	35	61	21	37	1	2	0	0
Overall, I am happy with my child's experience at this school	40	70	15	26	1	2	1	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



18 May 2011

Dear Pupils

Inspection of Norwood Green Infant and Nursery School, Southall, UB2 5RN

Thank you for the warm welcome you gave to the inspectors. It was lovely to meet such friendly, polite pupils, and your behaviour is excellent. Congratulations!

Norwood Green is a good school. You make good progress after making an excellent start in the Nursery and Reception years. Your attainment by the end of Year 2 is similar to that in other schools across the country. Much of your personal development is outstanding, for example you have a very clear understanding of how to grow up healthily. Teaching is good and you told us how much you enjoy lessons. The headteacher and staff work very well together to make sure you get all the help you need.

Like most schools, some things could be better. We have asked the school to do the following things.

- Keep working closely with families to ensure that attendance improves; you can help by coming to school as often as possible.
- Make sure all lessons go at a brisk pace so that your progress is always good.
- Give you more opportunities to find out about life in different parts of this country and the world.

Once again, thank you for all your help; it was a real pleasure meeting you.

Yours sincerely

John Carnaghan

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.