

Featherstone Primary and Nursery School

Inspection report

Unique Reference Number	101910
Local Authority	Ealing
Inspection number	355093
Inspection dates	22–23 June 2011
Reporting inspector	Michelle Winter HMI

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	676
Appropriate authority	The governing body
Chair	Mr Ismail Jama
Headteacher	Kate Bailey
Date of previous school inspection	13 February 2008
School address	Western Road Southall UB2 5JT
Telephone number	02085714977
Fax number	02085746154
Email address	office@featherstone-pri.ealing.sch.uk

Age group	3–11
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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Teaching and learning were observed in 26 lessons and 22 teachers were seen. Meetings were held with groups of pupils, members of the governing body and staff. The inspectors examined documents including safeguarding records, the school development plan, the school's self-evaluation, assessment data used to monitor pupils' performance and attendance information. They also analysed the content of 270 questionnaire returns from 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 learning, progress and attainment of all groups of pupils.
- The quality of teaching and its impact on improving pupils' progress, particularly in mathematics and English.
- The effectiveness of leaders and managers at all levels in tackling the areas for improvement identified in the last inspection, particularly in improving standards in the Early Years Foundation Stage.

Information about the school

The school is much larger than the average primary school. It serves a very diverse community, with almost all pupils coming from minority ethnic groups. The proportion of pupils eligible for free school meals is well above average and the overwhelming majority of pupils have English as an additional language. The number of pupils joining and leaving the school at other than the usual times is higher than average. There was a major fire in November 2010, which resulted in school closure, significant loss of equipment and resources, offsite education for Key Stage Two pupils and now temporary accommodation in the school grounds for many pupils.

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

This is a satisfactory school. It has highly positive relationships with most parents. They are very supportive of the school and appreciate the good care, guidance and support it provides. The vast majority of pupils are happy and feel safe at school. They are keen to learn; consequently, attendance is high. Pupils behave well and co-operate with each other successfully in lessons. They show a clear understanding of the need to respect people's differences, beliefs and values and this contributes well to the cohesive community. As a result of effective collaboration with external agencies and careful monitoring, those pupils who are most vulnerable receive good support. Pupils with special educational needs and/or disabilities are making good progress. The large proportion of pupils who join the school during the school year are supported to settle quickly in school as a result of thoughtful transition arrangements.

Pupils join the school with skills below those expected for their age. Their communication, language and literacy skills are often well below those typically seen. In the Nursery and Reception classes, pupils make good progress in developing their personal and social skills. The systematic teaching of the sounds letters make is leading to good progress in developing reading skills. In other areas of development, progress is satisfactory. Leaders and managers are aware of the strengths and weaknesses in the Early Years Foundation Stage and are making satisfactory progress in improving standards.

Attainment overall has improved recently and pupils are now reaching broadly average standards at the end of Key Stage 1 and by the time they leave school. However, too few of them are reaching the higher levels in mathematics and English. Progress in lessons is variable. In the best lessons, pupils' basic skills are developing well. For example, Year 6 pupils were expanding their vocabulary through careful explanation of unfamiliar words. Teachers' assessment of pupils is not consistently accurate and some lessons do not provide appropriate activities for pupils, particularly the more able. There are sometimes too few tasks involving practical learning, and lesson aims are not always clear so pupils do not fully understand the purpose of their activities. Marking and feedback do not consistently help pupils know how to improve their work.

Leaders and managers, including governors, have successfully supported the whole community through a difficult time in the school's history. They have a broadly accurate understanding of the school's strengths and weaknesses. Actions to bring about improvement have been successful in raising attendance and are beginning to improve attainment. However, targets for improvement are not always sufficiently challenging. Teaching has not had enough accurate and rigorous monitoring to ensure it is of consistently good quality. Subject leaders play a satisfactory role in improving standards and provision in their areas but are not fully involved in evaluating teaching and learning. Overall, the school's capacity for further improvement is satisfactory.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the effectiveness of leaders and managers at all levels by ensuring that:
 - high expectations and ambitious targets are clearly communicated to all
 - leaders at all levels contribute to accurate, rigorous and regular monitoring of the school's work
 - monitoring of teaching provides clear feedback to staff which is developmental and supportive
- Improve the quality of teaching and learning so that it is consistently good or better by ensuring that:
 - teachers use accurate assessments to plan activities which meet the needs of all learners and challenge the more able
 - lessons are engaging and practical, so that pupils fully understand the purpose of their learning
 - teachers' marking and feedback to pupils provide clear guidance about how to improve their work.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and their progress in most lessons is satisfactory. Where activities challenge pupils to improve their work and the tasks are engaging, progress is good. For example, in one lesson, pupils were developing their writing skills by taking on the role of a character in an engaging story. Learning is slowed in lessons when pupils do not understand what to do to achieve their individual targets. In these lessons, activities do not match pupils' needs well enough because assessment is not always accurate and teachers do not regularly check learners' understanding of key concepts. Pupils with special educational needs and/or disabilities are supported well, including through an effective range of individual and group activities, so they make good progress. A small group of pupils working in a catch-up session to improve their spelling benefitted from clear personalised targets and effective teaching.

Pupils' behaviour is good in lessons and around the school. Pupils feel the school deals effectively with rare cases of poor behaviour. Relationships are positive and pupils collaborate well. Group work is effective when pupils are given specific roles. This aids confidence because pupils understand clearly what they have to do. They feel safe and are confident that adults will help if they need support. Pupils' spiritual development is good. They take advantage of good links with local faith organisations, including through visits. The school celebrates its cultural diversity in regular assemblies. Learners are encouraged to share their own diverse experiences in lessons, for example by talking about their lives in other countries.

Pupils contribute purposefully to the school community by taking on responsibilities in the classroom and around the school. These include acting as school councillors and sports leaders. Pupils and parents have worked with an architect developing plans for the school

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grounds following the rebuilding project. Pupils know how to lead a healthy lifestyle but do not always demonstrate their commitment to it, for example through their choices for lunch. Attendance has improved as a result of careful tracking and support for parents where attendance is low.

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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
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 confidently manage behaviour and relationships are positive in most classes. The quality of teaching, although satisfactory overall, is variable. The best features systematic teaching of basic skills, including the building of language skills which is crucial to the large numbers of pupils for whom English is an additional language. Because assessment is not securely accurate, in weaker lessons activities do not match the needs of all learners, particularly the more able. In some lessons, the purpose of the activity is not always made clear enough or communicated through practical experiences to embed and build learning.

The curriculum is improving. Links are established between some subjects, including when pupils are writing in their history lessons. However, these links are not clearly developed in other areas of the curriculum.

The care and guidance offered to pupils when they transfer into or from school are good. Newly arrived pupils are matched with a friend who helps them settle well. The parent

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support officer works sensitively with families to build trust and offer guidance and practical help, including to improve attendance. There are good links with local secondary schools and the extended schools network provides enhanced opportunities for parents, carers and pupils, including fencing classes and circus skills. During the inspection, an art lesson which incorporated thoughtful reflection on pupils' experiences contributed well to pupils' emotional development.

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 senior leadership team is broadly accurate when identifying areas for improvement; however, targets for further improvement are not always sufficiently challenging. In some areas, such as attendance and provision for vulnerable groups, developments are going well and strengths in behaviour have been sustained. However, systems for monitoring the quality of teaching lack clarity and are not effective in securing the improvement needed. The feedback given to teachers is not always helpful in improving the quality of teaching. Middle leaders, particularly subject leaders, are insufficiently involved in evaluating teaching and pupils' progress.

The school provides regular information to parents and carers, including by text message. It successfully engages with those who may be hard to reach, for example through the 'Dads Project' for fathers. English lessons and family literacy sessions are helpful in developing parents' and carers' own skills. When contributing to the design of a new play area, families reflected on their own experiences of play to influence the design.

Governors are ambitious for the school and have a satisfactorily accurate view of its strengths and weaknesses. They have been proactive in ensuring improvements to the site following the fire. However, they are not consistently clear about how to use independent data to judge the school's achievements against national benchmarks. Safeguarding procedures are secure and all staff have had appropriate training.

The school satisfactorily promotes equality of opportunity and tackles discrimination. It is a cohesive community and is developing links with schools and communities in other areas nationally and internationally, but has yet to fully evaluate the impact of its actions to promote community cohesion.

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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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

The Nursery and Reception classes provide a welcoming learning environment and children settle quickly and happily into the school. It is here that the foundations for positive parental partnerships are laid. Good care and guidance ensure that children make good progress in their social and emotional development. Careful transition arrangements help children to settle well and children work happily in a safe environment. They are confident to ask for help and proud to show their work to teachers and visitors. Adults provide appropriate opportunities for children to develop their knowledge and skills through play and focused tasks. The regular and thorough teaching of the sounds letters make ensures that children develop the building blocks for reading. However, this has yet to impact on improving writing skills for all pupils. Regular observations and assessments of children's progress are used as a basis for planning activities. However, in the Reception classes, the curriculum is repeated across three classes so that the individual needs and interests of pupils are not addressed well enough.

Leaders have a good grasp of the strengths and weaknesses in the Early Years Foundation Stage and are keen to improve the outdoor provision to ensure that it caters for all areas of children's learning.

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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 questionnaires indicate a high level of support and confidence in the school. A very small number of parents made additional comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Featherstone Primary and Nursery 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 270 completed questionnaires by the end of the on-site inspection. In total, there are 676 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	172	64	91	34	3	1	2	1
The school keeps my child safe	158	59	101	37	4	1	3	1
My school informs me about my child's progress	126	47	131	49	8	3	3	1
My child is making enough progress at this school	130	48	122	45	10	4	2	1
The teaching is good at this school	159	59	96	36	5	2	4	1
The school helps me to support my child's learning	133	49	117	43	15	6	2	1
The school helps my child to have a healthy lifestyle	116	43	137	51	9	3	2	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)	122	45	128	47	6	2	4	1
The school meets my child's particular needs	106	39	136	50	16	6	3	1
The school deals effectively with unacceptable behaviour	108	40	133	49	14	5	6	2
The school takes account of my suggestions and concerns	84	31	145	54	23	9	4	1
The school is led and managed effectively	106	39	139	51	10	4	4	1
Overall, I am happy with my child's experience at this school	159	59	95	35	6	2	5	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



24 June 2011

Dear Pupils

Inspection of Featherstone Primary and Nursery School, Southall, UB2 5JT

Thank you for making us so welcome when we visited your school recently. We know from talking to you and reading your questionnaires that you enjoy school and feel safe. Your teachers help you to settle well into school by making sure you have friends to show you how things work. We were very impressed with how many of you can speak more than one language. We were also pleased to see you behaving well in lessons and working together in small groups.

We found that most of you are making satisfactory progress in English and mathematics. We have asked your headteacher, the staff and governors to try to improve your school by making sure that:

- activities in lessons challenge all of you to do your best
- more of your lessons give you the chance to learn in practical ways so that you understand what you are learning and why
- marking always helps you to improve your work
- your leaders set high targets and check that improvements are being made.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter

Her Majesty's Inspector

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