

# Ruislip Gardens Primary School

## Inspection report

---

<b>Unique Reference Number</b>	102416
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	376720
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Joanna Toulson

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Julian
<b>Headteacher</b>	Robin Tollyfield
<b>Date of previous school inspection</b>	25 March 2009
<b>School address</b>	Stafford Road Ruislip Middlesex HA4 6PD
<b>Telephone number</b>	01895 632895
<b>Fax number</b>	01895 676022
<b>Email address</b>	ruislipgardens@hillingdongrid.org

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	1–2 December 2011
<b>Inspection number</b>	376720

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](mailto: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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons taught by 15 teachers, observed an assembly and held meetings with pupils, governors and staff. They observed the school's work and looked at the school improvement plan, minutes of governing body meetings, a range of policies and risk assessments, data relating to pupils' progress and attainment, documentation relating to safeguarding, lesson plans and pupils' work. The questionnaires returned by 138 pupils and 88 parents and carers were also scrutinised. Inspectors looked in detail at a number of key areas.

- How effectively the expanded leadership team is promoting improvements to the quality of teaching.
- How effectively the school is ensuring that all pupils, particularly the more able, those eligible for free school meals and those with special educational needs and/or disabilities make the progress they should in mathematics.
- How good a start to school children are being given in the Early Years Foundation Stage.

## Information about the school

Ruislip Gardens is a larger than average primary school. The majority of pupils are White British with the next largest ethnic group being of Indian heritage. The proportion of pupils with English as an additional language is nearly twice the national average. The proportion of pupils with special educational needs and/or disabilities who are being supported in school is slightly higher than the national average and most of these difficulties relate to a specific learning difficulty or speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is in line with the national average. There is a morning and an afternoon Nursery. The school provides a before- and after-school club for its pupils.

The school has achieved the Basic Skills Mark, Healthy Schools award and the Gold Artsmark.

**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

Ruislip Gardens Primary is a good school. Attainment has been average for several years but it rose in 2011 to being significantly above average. Pupils' work and the school's own data show that this improvement in attainment is continuing. This is due to rapid improvements in learning and progress, which are now good. Since the previous inspection, a great deal has been achieved to improve the quality of teaching, which is now good. Leadership and management are good. The headteacher has a clear ambition for improvement and self-evaluation is accurate and rigorous. The governing body is good and holds the school to account well. Actions taken to improve key aspects of the school, including achievement and the quality of teaching, provide evidence that the school has a good capacity to continue to improve.

Teaching is good overall although there remains some which is satisfactory. In the best lessons, teaching moves on at a brisk pace and pupils are given opportunities to talk to each other about their learning and share ideas. There is also a good balance between how much the teacher talks and the opportunities for pupils to be active learners. However, this good practice is not consistent across the school and this slows pupils' progress in some lessons. Teachers have a good grasp of assessment and are using the information with increasing effectiveness to plan work for the different abilities in their classes. This, together with carefully targeted additional support, ensures that pupils with special educational needs and/or disabilities and those with English as an additional language make good progress.

The school provides good care for all its pupils and there is a very positive atmosphere in which pupils feel safe. Adults provide excellent role models and there are good relationships across the school. As a result, behaviour is good and pupils are polite, friendly and kind to each other. Those parents and carers who returned the questionnaire are overwhelmingly supportive of the school. Typical comments were, 'I feel that the staff genuinely care about each child and support them to achieve their maximum potential' and, 'My son has required additional support and his class teacher and classroom assistant have worked so hard to build his confidence and provide extra help.' Central to pupils' good personal development is an effective curriculum which promotes learning and which has been validated by the Basic Skills Mark and the Gold Artsmark awards.

**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?

- Improve the quality and consistency of teaching by ensuring that all lessons:
  - move forward at a lively pace and provide more opportunities for pupils to work independently
  - provide good opportunities for pupils to discuss their learning and generate their own ideas.

## Outcomes for individuals and groups of pupils

2

Children enter Nursery with levels of skills which are broadly in line with those expected for their age, although with lower social and language skills. By the end of Key Stage 2, they reach standards of attainment which have been broadly average but are now higher. The amount of progress that pupils make as they move through the school has improved markedly over the last two years and is now good and resulting in improved attainment in both English and mathematics. The improving teaching is successfully closing the attainment gap between those pupils eligible for free school meals and their peers and was seen in an outstanding Year 6 science lesson where all pupils made good progress because the teacher continuously reinforced the key vocabulary of 'force', 'weight' and 'gravity'.

Pupils say that they enjoy school. This was reflected in an effective Year 1 mathematics lesson where all pupils, including the more able, were challenged to use mathematical language to describe their own movements and how to find Christmas presents on a grid. In another successful lesson in Year 1, pupils were being appropriately challenged when writing an ending to a story about a monster.

Pupils feel safe and want to do their best. This is reflected in their good attendance and shows that they are well prepared for their future life and learning. Pupils' good understanding of healthy eating and the importance of exercise supports them in making healthy choices, as recognised by the Healthy Schools award. Pupils develop good spiritual, moral, social and cultural understanding through, for example, assemblies which celebrate achievements and give time for reflection. Pupils make a good contribution to school life by growing and selling produce in the school garden for a 'Love Local Food' competition, making decisions about spending on the school council and being 'playground rangers'.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b> Taking into account:	<b>2</b>
	3

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

## How effective is the provision?

Teachers have created bright classroom environments with prompts on the walls which support learning. Teaching assistants are used well to support pupils. Teachers make it clear to pupils what they are learning and how they can be successful. Marking of pupils' work is regular and gives advice on improving work. Effective use of assessment was seen in a Year 6 lesson where the teacher adapted her lesson to take account of some gaps in pupils' understanding about pie charts. This good use of assessment to match work to different ability groups, including the more able, was also seen in a mathematics lesson in Year 3 where the teacher adapted her teaching after noticing that several pupils were unsure about halving odd numbers.

In well-taught lessons, there is a good balance between how much pupils listen to the teacher and the time they spend working independently or in groups. In lessons which are less successful, the pace of learning is too slow and there is too much teacher talk at the expense of giving pupils opportunities to talk about their learning or being engaged in the activities.

The curriculum provides a good range of visitors to the school and these, together with visits out of school, such as to the Houses of Parliament and the Science Museum, contribute well to pupils' academic and personal development and well-being. Care, guidance and support are good. Transition arrangements for pupils as they move through the school and on to their secondary school are thorough and support pupils well. The school makes good use of the advice and guidance from external agencies to support pupils whose circumstances make them potentially vulnerable. The school runs an after-school club, which the parents and carers really appreciate, until 5.00pm and a breakfast club each morning, where pupils can enjoy toast, cereal and drinks and a cheerful environment in which to start the day.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**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 the quality of provision*

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

## How effective are leadership and management?

The headteacher is ably supported by his senior leaders. The expansion of the leadership team to focus on improving teaching has been successful and lesson observations are very perceptive and identify both strengths and areas for development, which are followed up in subsequent observations. Senior leaders are clear about the actions needed to drive school improvement, as is shown by the measures they have taken to raise attainment and accelerate the rate of progress that pupils make as they move through the school. Central to this improvement is the good system to track the progress of all pupils, together with frequent meetings with staff to discuss individual pupils.

The governing body supports the work of the school well and ensures that good safeguarding procedures are in place and that equality of opportunity is well promoted to eliminate any discrimination. Its challenge on the school’s performance is strong and persistent, so influencing the rate of improvement well. Links with parents and carers are good. They are kept well informed of what is happening in school, with encouragement given to support their children’s learning both at home and in school. The parents’ forum is providing an additional channel for communication which parents and carers appreciate. The school promotes community cohesion well. It has a good understanding of its context and promotes a good understanding by pupils of local communities and cultures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and</b>	<b>2</b>

**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

<b>tackles discrimination</b>	
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children thrive in the clean and friendly environment. A well-planned induction programme, which includes a home visit, helps children to settle quickly into school life. As a parent said, ‘The team helped my child settle into Nursery in a calm and professional manner.’ Progress is stronger in Reception but improving in Nursery where a greater focus is now being made on identifying skills on entry and building on these starting points. The classroom areas are well set out to promote learning but the outside area is a little less exciting. There is a good range of planned activities but these sometimes do not provide sufficient opportunity for children to be creative and children do not always sustain their interest unless supported by an adult. This sometimes slows learning, especially for the more able children. There is an appropriately strong emphasis on developing language skills. For example, in an effective lesson in Nursery, children made good progress as they enjoyed acting out the story of the Three Little Pigs, making pig hats and learning to take turns.

During the inspection, preparations for Christmas were well under way with children counting the buttons on Santa’s coat and learning songs with actions for the performance to parents and carers. This is a well led and managed setting where children are given a good start to their time in school. Good self-evaluation by the Early Years Foundation Stage leader has highlighted where further action is needed.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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

The proportion of questionnaires submitted during the inspection was lower than is typical of primary schools. All of those who returned questionnaires agreed that their child enjoys school and is kept safe. All also agreed that teaching was good. Inspection evidence supports this view. A few parents and carers who responded disagreed that the school took account of their suggestions and concerns. The inspection found that the school took opportunities to consult with parents and



**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

carers and made changes as a result.

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

Ofsted invited all the registered parents and carers of pupils registered at Ruislip Gardens 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 383 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	59	36	41	0	0	0	0
The school keeps my child safe	59	67	29	33	0	0	0	0
The school informs me about my child’s progress	44	50	42	48	2	2	0	0
My child is making enough progress at this school	43	49	44	50	1	1	0	0
The teaching is good at this school	53	60	34	39	0	0	0	0
The school helps me to support my child’s learning	43	49	42	48	2	2	0	0
The school helps my child to have a healthy lifestyle	40	45	46	52	2	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)	37	42	45	51	1	1	0	0
The school meets my child’s particular needs	42	48	45	51	1	1	0	0
The school deals effectively with unacceptable behaviour	51	58	33	38	1	1	1	1
The school takes account of my suggestions and concerns	46	52	34	39	4	5	0	0
The school is led and managed effectively	45	51	40	45	2	2	0	0
Overall, I am happy with my child’s experience at this school	56	64	31	35	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5th December 2011

Dear Pupils

### **Inspection of Ruislip Gardens Primary School, Middlesex HA4 6PD**

Thank you for welcoming us so warmly when we visited your school recently. The other inspectors and I really enjoyed meeting you. It was lovely to see you rehearsing so well for your Christmas productions. We hope the performances went well. You told us that you enjoyed school. We thought you were well behaved and it was lovely to see how kind and respectful you are to each other. All the staff care about how well you are doing and how happy you are. You have a good understanding about how to keep safe and healthy and you attend school regularly. We think that the leaders and managers in your school are doing a good job and that, as a result, Ruislip Gardens Primary is a good school.

In order to make it even better, we have asked your headteacher to make sure that all lessons:

- move forward at a lively pace so that you get more opportunities to work independently
- provide you with the opportunity to discuss your learning and to generate your own ideas.

You can help by always working hard and continuing to enjoy all that the school offers you. We wish you every success for the future.

Yours sincerely

Joanna Toulson  
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](http://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](mailto:enquiries@ofsted.gov.uk).**