

Neasden Primary School

Wembley Park Avenue, Hull, HU8 0QB

Inspection dates

11–12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not always well planned; in some lessons pupils are not being stretched enough and other pupils find the work too difficult.
- In a minority of lessons, teachers' introductions and explanations are too long and lack clarity and teachers do not explore pupils' understanding sufficiently. Consequently, in these lessons pupils are not always sure of what they have to do or have the time they need to achieve more. Some become restive and inattentive and time is lost to manage their behaviour.
- Teachers have had good opportunities to develop their teaching but practice is not consistently good to ensure good achievement in every class.
- In English, while pupils attain broadly average standards at the end of Year 6, they do not always have sufficient opportunities to discuss their ideas and write at length to achieve more.
- Standards in mathematics while broadly average are not as high as those in English because a lower proportion of pupils attain above average levels at the end of Year 6. This is because not all pupils apply their calculation skills confidently in practical problem solving, particularly when working independently.
- While senior managers monitor and evaluate the school's performance regularly, this monitoring lacks rigour; the governing body is not sufficiently involved in checking the accuracy of the school's self-evaluation.

The school has the following strengths

- Leaders foster good relations with the local community and are committed to making the improvements required to raise achievement.
- Improved strategies to promote reading have had a positive impact, particularly in Years 1 and 2, where progress is accelerating.
- Despite considerable staffing changes, the school has maintained standards in English and mathematics that are broadly in line with national averages at the end of Key Stage 2.
- Attendance has improved; at 95.6%, it is now above the national average.
- Pupils are enthusiastic about activities such as gardening, organising coffee mornings and working with, for example, the African cultural group.
- Most pupils behave well and feel safe at school.

Information about this inspection

- Inspectors observed 13 lessons, four of which were joint observations with the headteacher and senior managers. In addition, inspectors made a few visits to lessons and listened to a number of children read.
- Meetings were held with pupils, the Chair of the Governing Body and a parent governor, senior and middle managers and a representative from the local authority.
- In presenting the inspection findings, inspectors took account of the 10 responses on Parent View (the online questionnaire for parents) and two letters submitted by parents.
- Inspectors observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Rajinder Harrison, Lead inspector

Additional inspector

Susan Eland

Additional inspector

Full report

Information about this school

- This is an average-sized primary school. Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion identified as disabled or with special educational needs is above average. The percentage of pupils categorised as school action, at 7.3%, is below the national average; the percentage categorised as school action plus, at 6.5%, is in line with the national average and 2%, which is below the national average, have a statement of special educational needs.
- There has been a high turnover of staff since the school's previous inspection.

What does the school need to do to improve further?

- Accelerate the progress of all pupils by improving teaching so that it is consistently good or better in every class by ensuring that:
 - teachers' planning matches the needs of all pupils effectively and that lessons hold pupils' interest throughout
 - lesson introductions are clear and concise
 - pupils have more opportunities to share their ideas and extend their learning
 - teachers ask pupils probing questions to check their understanding before they undertake independent work
 - pupils have time to complete their tasks successfully.
- Raise achievement in mathematics by ensuring that:
 - pupils have a secure grasp of calculation skills and that they apply these skills confidently in their problem-solving activities
 - teachers have higher expectations of all pupils, but particularly the more able.
- Improve the leadership and management of the school by ensuring that:
 - the monitoring of teaching is rigorous and accurate and that more emphasis is given to the impact of teaching on outcomes for pupils
 - the governing body is involved more in this monitoring and in verifying the accuracy of the school's self-evaluation
 - teachers maximise the good opportunities they have to improve their skills so that their performance is at least consistently good.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils of all ages and backgrounds generally make progress in reading, writing and mathematics that is in line with expectations. Occasionally the level of challenge is not high enough for the more-able pupils to achieve more, particularly in mathematics. Progress accelerates at the end of each key stage where teaching is generally more effective. Overall, progress is not good because the quality of teaching is not consistently good. In a minority of lessons where pupils are not actively involved and engaged in their learning, the restive, inattentive behaviour of a few pupils impedes overall progress for the rest of the class.
- Overall standards at the end of Year 6 are broadly average in English and mathematics. Standards in mathematics are not as high as those seen in English, because a lower proportion of pupils achieve above average levels.
- Current pupils in Key Stages 1 and 2 entered school in the Early Years Foundation Stage with skills and knowledge typically expected of children at that age. This profile is altering and the children who started this year are below the expected levels.
- Pupils who are disabled or have special educational needs receive the support they need to achieve as well as their classmates. Specialist support is identified where pupils have specific needs and this ensures that these pupils also achieve successfully.
- The progress of pupils covered by pupil premium is generally similar to the progress of other pupils because the school deploys its resources effectively to support their needs.
- In 2011, when standards in reading dipped against previous performance, the school took swift action to improve provision and pupils' progress has improved. Pupils have a secure grasp of a range of strategies to extend their reading skills. Children learn to recognise letters and the sounds they make in the Early Years Foundation Stage and through Years 1 and 2. They learn to blend sounds and build words confidently. A few pupils are a little hesitant in reading aloud and indicate that they do not read to an adult in school regularly. While standards in writing are broadly average and pupils practise their skills through other subjects, pupils do not always have sufficient opportunities to discuss their ideas, talk about their learning and extend their vocabulary in order to achieve more.

The quality of teaching

requires improvement

- The overall quality of teaching over time requires improvement. Too few lessons are good or better and a few are inadequate.
- In too many lessons, while elements of good practice are evident, teaching is uninspiring. In some lessons the work is not accurately matched to pupils' needs; it is too easy for some and too difficult for others. Sometimes introductions are too long and complex so that some pupils struggle to sustain concentration and so they either become restless and inattentive or quietly passive in their response. Consequently, they do not always understand what to do when working independently and have too little time to complete the work successfully. Sometimes, in order to accelerate pace, teachers miss opportunities to extend pupils' learning through discussions so that they are more confident, for example, in their independent writing.
- Where teaching is good, teachers engage pupils effectively because pace is brisk and content interesting. In these lessons, teachers make learning fun through stimulating questioning and discussion and set pupils tasks that challenge them appropriately. They check that pupils understand and are clear about what they have to do and give pupils the time and support they need to succeed.
- Generally most pupils behave well; a few do not and while teachers manage this behaviour effectively, such interruptions impede learning.
- In most lessons teachers deploy teaching assistants well to support target pupils; particularly effective is the 1:1 support that helps individual pupils gain confidence, for example in their reading. However, teaching assistants are not always used to maximum effect when teachers lead whole-class presentations.

The behaviour and safety of pupils **requires improvement**

- Most pupils behave well and are keen to learn, persevering even when behaviour is less than good. Pupils say that this generally happens when lessons are 'not very interesting'. They add that teachers deal with these incidents effectively but learning is disrupted.
- Pupils say they like their teachers and feel safe and well looked after at school. They have a secure understanding of how to keep themselves safe. They are confident that adults in the school will help them if problems arise.
- Pupils have a satisfactory understanding of different types of bullying, including on the internet. They say that incidents of bullying do occur but are dealt with well. The school takes prompt action to tackle any form of discriminatory behaviour.
- Pupils are kind and supportive of others but say 'play-fighting' in the playground can sometimes become a bit boisterous.
- The school has successfully improved attendance and is now working hard with parents and pupils to improve punctuality.
- Parents raise no concerns about behaviour in the school. They express positive views about the way the school cares for their children and helps them to progress.

The leadership and management **requires improvement**

- The headteacher has made a number of changes to address the issues since the previous inspection, but some changes have not been in place long enough to have had significant impact on the school's overall performance.
- Staff have had extensive opportunities to learn from best practice and improve their teaching but due to considerable staff changes and some weaknesses in monitoring, classroom practice remains too variable to ensure higher achievement.
- Improvement planning identifies the right priorities but is not always sharp enough to bring about rapid change. The improvement plans do not always include rigorous success criteria against which the managers and governors can measure the success of their actions and the subsequent impact on outcomes for pupils.
- The school is a little generous in the evaluation of its performance. The leadership of teaching requires improvement. In particular:
 - the monitoring and evaluation of the school's work lacks rigour particularly with regard to the quality of the teaching
 - while the school's own pupil progress data indicate good progress in most classes, this is not realised in higher achievement at the end of each key stage.
- The school has high aspirations for its pupils. It quickly and effectively addressed the decline in reading standards in 2011 and, following concerns about mathematics this year, addressing this is high priority. In addition, the school has improved attendance significantly. Leaders implement robust performance management procedures to tackle inadequate teaching when it is identified and the targets set are the right ones to help the school move forward. These improvements demonstrate that the school has the leadership required to make further improvements.
- The school is quick to identify the additional needs of individual pupils, and those whose circumstances have made them vulnerable are supported well through firmly established links with other agencies and schools.
- While very few parents contributed their views during the inspection, those who did were mostly positive about the school and said that they would recommend it to others.
- The curriculum meets the needs of most pupils effectively and provision for literacy ensures pupils attain average standards. Pupils have good opportunities to develop their skills and apply their literacy, numeracy, and information and communication technology skills through activities that make learning more real. For example, pupils talk excitedly about growing and

selling produce from their garden and organising coffee mornings so that they extend their experience of the wider community and develop their role within it.

- Curriculum enrichment is good. Pupils of all abilities and backgrounds have an equal access to all that the school provides and, through well-planned opportunities, pupils learn to value diversity effectively.
 - Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum as a whole but particularly through the many enterprise initiatives pupils undertake.
 - The school's arrangements for safeguarding pupils meet requirements.
 - Good links with other schools support school improvement effectively.
 - **The governance of the school**
 - While the governing body is very supportive of the school and the local community, it is not involved sufficiently in:
 - monitoring the school's performance, particularly the teaching and learning
 - checking the accuracy of the school's self-evaluation
 - ensuring that the improvement priorities successfully secure good outcomes for pupils.
 - Support and challenge by the local authority needs to be strengthened to ensure that the school improves quickly.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117799
Local authority	Kingston Upon Hull
Inspection number	401693

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	239
Appropriate authority	The governing body
Chair	Gary Jordan
Headteacher	Nicola Loten
Date of previous school inspection	18 January 2010
Telephone number	01482 791169
Fax number	01482 781076
Email address	head@neasden.hull.sch.uk

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