

Paddington Green Primary School

Inspection report

Unique reference number	101108
Local authority	Westminster
Inspection number	376510
Inspection dates	12–13 July 2012
Lead inspector	Wendy Simmons

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	456
Appropriate authority	The governing body
Chair	Chris Hawthorne
Headteacher	Jane Sowerby
Date of previous school inspection	8–10 July 2009
School address	Park Place Villas London W2 1SP
Telephone number	020 7641 4122
Fax number	020 7641 4181
Email address	office@pgprimary.co.uk

Age group	3–11
Inspection date(s)	12–13 July 2012
Inspection number	376510



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 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
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Wendy Simmons

Additional Inspector

Pamela Fearnley

Additional Inspector

Nigel Grimshaw

Additional Inspector

This inspection was carried out with two days' notice. The inspectors visited 27 lessons or part-lessons, which included joint observations with members of the school's senior management team. In total, 16 teachers were observed. It was only possible to see one lesson in Year 6, as they were involved in putting on an end-of-term drama production. Discussions were held with teachers, other staff, representatives of the governing body, and the school's leadership team. Inspectors held meetings with pupils, heard some read and looked at samples of pupils' work. They observed the school's work and looked at a range of documentation, especially linked to pupils' progress and the quality of teaching. The inspectors evaluated the responses to the questionnaires received from pupils, staff and 97 parents and carers.

Information about the school

This school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is exceptionally high. Just over 50% of the school is made up of refugees and asylum seekers, and this has risen by 25% since the last inspection. A significant number of pupils join and leave the school throughout the year. Pupils speak 27 different languages. A very high proportion of pupils are at an early stage of learning to speak English as an additional language when they join the school. Only a few pupils come from White British backgrounds.

The main school is two-form entry and has provision for children in the Early Years Foundation Stage Nursery and two Reception classes. The proportion of pupils supported by school action plus or with a statement of special educational needs is much higher than the national average. Within this, a few have severe or multiple disabilities.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Paddington Green is a good school. The quality of teaching and pupils' achievement, although good, are not yet outstanding because, although reading is improving well in Key Stage 1 and in some Key Stage 2 lessons, there remains some unevenness in the quality between Years 3 and 6. The school is working to improve spelling and to ensure that new teachers have equally good knowledge of how to develop pupils' mathematical skills to the very best effect. Pupils who are learning to speak English as an additional language make outstanding progress. The school remains correctly focused on ensuring that the most-able pupils do as well as possible.
- The school does a great deal to provide effectively for the very diverse needs of its community. The spirit of inclusion is central to the ethos of the school. The strong support for refugee and asylum-seeking pupils enables them to make outstanding progress.
- Since the last inspection, pupils' attitudes to learning and attendance have improved considerably, as evident by their overall good behaviour, raised expectations and a whole school review of systems and procedures. Pupils are safe at school.
- The school, in all respects, has improved immensely since the school's last inspection due to the good leadership. The Early Years Foundation Stage is now very impressive with many examples of outstanding teaching and progress in both the Nursery and Reception classes. As a result of effective self-evaluation, performance management and continuing professional development, there has been a marked improvement in the teaching of reading, writing and mathematics. Modification of the curriculum has resulted in the provision of exciting activities that interest and enrich pupils' academic, spiritual, moral, social and cultural development very successfully.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and achievement to outstanding by July 2013 by:
 - ensuring that lessons are always challenging for the most-able pupils
 - making sure that all teachers are equally knowledgeable about how to accelerate pupils' progress in mathematics
 - building on the good work already started to improve pupils' understanding of phonics and spelling
 - ensure that pupils' progress is consistently even in all year groups, especially in reading.

Main report

Achievement of pupils

Children's levels of attainment on entry to the school are much lower than expected; this is due to the very high proportion of pupils who start school at the very early stages of speaking English as an additional language.

Inspectors endorse the views of parents and carers that their children make good progress. In particular, the progress of asylum seekers, refugees and others who speak English as an additional language is outstanding. This was observed during the inspection when pupils worked hard to learn tenses, new vocabulary and important basic speaking, reading and writing skills. White British pupils make largely good progress. All other groups make good progress, including disabled pupils and those with special educational needs. Pupils who are known to be eligible for free school meals attain better than their peers nationally.

Children in the Early Years Foundation Stage achieve outstandingly. They are very curious about learning, and develop concentration and perseverance. Their personal, social, emotional and mathematical development is especially strong and they make rapid progress in their language and communication skills.

Pupils make good progress in Key Stage 1, especially so in Year 2. There is a rising trend of average levels of reading coming through Year 1. The impact of new arrivals, however, means that overall attainment in reading is still lower than average by the end of Years 2 and 6. There is a strong emphasis on using the sounds that letters make (phonics) in Years 1 and 2, and early work has begun to strengthen and improve this in Key Stage 2, although this is still developing to aid reading and spelling.

Overall, pupils make good progress between Years 3 and 6, with this being best in Years 5 and 6. By the end of Year 6, the school has exceeded the government's floor standards for the progress expected for pupils in English and mathematics but levels of attainment are lower than average because, although pupils are increasingly reaching the expected Level 4, fewer than average reach the higher

Level 5. Staff have identified, correctly, that some opportunities are missed to extend the most-able pupils.

In the last year, there has been a concerted effort to help pupils to enjoy writing more. Pupils make at least good progress and sometimes this is outstanding. Descriptive language builds up quickly. For example, lessons seen in Year 2 demonstrated how pupils use body actions to help them to describe their emotions when writing poetry. Year 4 wrote their own versions of '*The Big Friendly Giant*' using adventurous and creative ideas to describe the giant's character in terms of being a 'Blood catcher, skin nibbler and a dangerous hunter'. By the end of Year 6, pupils write longer paragraphs and confidently use a range of connectives and punctuation. However, pupils are not clear enough about how to segment words to aid their spelling from Years 3 to 6.

Quality of teaching

Relationships within lessons are harmonious and this, together with the effective use of interesting resources, helps pupils to be motivated learners. Parents and carers agree that teaching is good overall.

Inspiring teaching is typical in the Early Years Foundation Stage. For example, Nursery children had great fun retelling the story of '*Owl Babies*' using soft toy owls and then delighted in counting them by using a 1–20 number line. Further challenge was evident when Reception children made speech bubbles to explain what each 'Owl Baby' said; with help, they used phonic skills very successfully to read and write.

From Years 1 to 6, teaching is good overall, but a little uneven in quality between classes. Where teaching is sometimes outstanding, all ability groups are challenged and learning moves on very quickly. This was evident in a lesson when pupils edited and improved their writing about '*The Tunnel*'. Pupils discussed and used adverbs to bring writing alive. Teachers often demonstrate how to edit and improve pupils' sentences and make effective use of drama, which helps pupils to use increasingly interesting vocabulary and improved sentence structure. The marking of pupils' work is especially strong in English so that pupils know how to improve their skills.

Very specific additional support ensures that disabled pupils and those with special educational needs make good overall progress. Teachers use questioning well to find out if pupils understand new things. The strong focus on promoting pupils' speaking skills is central to all teaching. Typically, teachers and other staff make very effective use of many resources to enable pupils to understand what they are learning. Teachers make excellent use of visits to enrich both the curriculum and pupils' wider spiritual and cultural development.

Staff training in phonics is successfully helping pupils to begin to read with fluency. For example, Year 2 explained how the letters 'ow' and 'oe' sound the same but look different; this helped them to read words such as 'grow' and 'toe'. Good literacy lessons were most often not outstanding because the teacher did not provide a strong extension activity for the most-able pupils, and this was especially

evident in guided reading sessions in Key stage 2.

Teachers provide varied real-life mathematical problem-solving activities. They place high importance on pupils learning their tables and explaining how they solve different calculations. Almost all teachers have a good knowledge of how to teach mathematical skills in a progressive and challenging way. However, the school is right to have planned training for a few who are less confident.

Behaviour and safety of pupils

Pupils' typical behaviour is good. Pupils feel safe in school, and parents and carers agree. Three quarters of parents and carers, who returned the questionnaires, feel that behaviour is good. Staff have undergone extensive training to ensure that behaviour is managed consistently, and pupils and staff agree that behaviour has improved. The playground has been totally reorganised so that pupils know about all of the play zones and the rules within them. Pupils with highly complex behavioural difficulties are helped to manage outbursts of anger; the work of the learning mentor is helping considerably with this process.

The rate of exclusion has fallen immensely. Attendance has risen and is now average, aided by computer technology which allows each class to see current attendance rates and a firm stance by senior leaders on unauthorised absence.

Incidences of racist behaviour and bullying have also fallen considerably since the last inspection due to a strong curriculum emphasis. Pupils confirm that any incident of bullying is taken seriously and they are confident that name-calling and cyber-bullying are dealt with effectively. They understand why it is important to be respectful to others, whatever their ability, race, cultural traditions or life and family circumstances. International events and refugee awareness projects also promote respect.

Leadership and management

The headteacher has high expectations for the pupils. Equal opportunities for all are central to the vision for the school and discrimination is not tolerated. For some pupils, the school is a sanctuary in their sometimes very troubled lives and the school takes all forms of safeguarding extremely seriously. Child protection training, the safe recruitment and links with support agencies are highly established.

The headteacher is well supported by all other senior leaders. Middle managers are also developing their roles well, so that there is effective monitoring of teaching and opportunities. Several outstanding senior staff model inspiring teaching.

The governing body provides invaluable support and challenge to the school. It asks challenging questions about the performance of pupils and ensures that resources are provided to help improve teaching. It has worked with staff to engage parents and carers more and it remains focused on raising the profile of the school within the community. Activities such as the 'pyjama' bedtime story sessions help inspire parents and carers to read with their children, and attendance at reading and

mathematics workshops has been good.

In the last two years, progress in the Early Years Foundation Stage has accelerated from satisfactory to outstanding. As a result, the school has reversed low levels of attainment when children start in Year 1 so that pupils' skills are now average. This trend is being maintained for the current Reception children. The school demonstrates a clear capacity to improve.

The well-developed and wide-ranging curriculum helps pupils to learn important basic skills while also helping them to understand and appreciate the world around them. The provision for pupils' spiritual, moral, social and cultural development is very strong. A specialist environmental teacher works well with pupils to help them to grow fruits, vegetables and flowers in their wonderfully peaceful forest and wild meadow gardens. The addition of specialist music and art teaching also enables pupils to develop their creative skills. During the inspection, Year 6 performed in an inspiring production of *'Charlie and the Chocolate Factory'*.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 July 2012

Dear Pupils

Inspection of Paddington Green Primary School, Westminster W2 1SP

I am writing to thank you for helping the inspectors to find out all about your school, especially for taking so much time to talk with us and for completing the questionnaire. You go to a good school that is improving quickly. Well done for behaving well! Please keep this up. A few of you need quite a lot of help when you feel angry or upset. We are pleased that you are helped to calm down quickly and then get on with your learning. You like your teachers and work hard in lessons. In particular, you are enjoying reading more. Your writing work is progressing quickly and you work hard on mathematical problem solving and learning your tables. Please keep this up as well. Your teachers make lessons interesting and this helps you to make good progress. We are especially impressed by some of the outstanding work that the youngest children are now doing in the Nursery and Reception classes. Your school is a very welcoming place for everyone. Those of you who speak English as an additional language are given exceptionally impressive help to speak English.

Your headteacher and other staff are always trying to improve things for you. The following important things need to be done to help to make your school outstanding.

- Although teaching is good, we would like it to be outstanding. Sometimes this does happen but it would be great if there were more lessons like this.
- Teachers will be making sure that those of you who find learning easy have plenty of challenges to help you to think hard and do as well as possible.
- Teachers will be making sure that there are more opportunities for you to learn how to spell words accurately and do equally as well in your reading in all year groups. A good start has been made, but there is still more to do.
- More work is planned to make mathematics teaching as impressive as possible.

We do hope that you all enjoy the summer and continue to work hard. We thoroughly enjoyed the Year 6 production of *'Charlie and the Chocolate Factory'*.

Yours sincerely

Wendy Simmons
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.**