

# Drayton Green Primary School

Drayton Grove, West Ealing, London, W13 0LA

**Inspection dates** 14–15 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From their low starting points in the Early Years Foundation Stage, pupils make good progress to reach above average standards in reading, writing and mathematics at the end of Year 6.
- Last year pupils at both Key Stages 1 and 2 achieved the best results in five years.
- The quality of teaching is good overall with some that is outstanding. Teachers are enthusiastic and have high expectations of what pupils can achieve. This ensures that pupils are inspired to learn well.
- Good quality support ensures that pupils who are eligible for the pupil premium, those at the early stages of English acquisition, those who join the school at other than the usual time and those in the special provision unit, all make good and sometimes outstanding progress in their learning.
- Leaders and members of the governing body check the school's work thoroughly. On appointment, the new headteacher rapidly raised expectations for all staff and pupils. She set up rigorous processes to train staff and hold them to account for the quality of their teaching and brought in new systems to promote pupils' good behaviour and regular attendance. This has resulted in significant improvements since the previous inspection in all aspects of the school's work.
- Pupils behave well, have good attitudes to learning and know how to stay safe.
- The curriculum offers pupils a wide range of opportunities and experiences. These make a valuable contribution to pupils' good spiritual, moral, social and cultural development. Pupils leave the school well prepared for the next stage of their education.

### It is not yet an outstanding school because

- Not enough lessons are currently outstanding and a small proportion of lessons requires further improvement.
- Resources used to support learning in lessons are not always well matched to all pupils' needs or the different ways that pupils learn.
- In some lessons, activities are not planned well enough to enable pupils to fully understand the real life application of what they are learning.
- Improvement planning does not identify clearly how intended actions will specifically lead to overall outstanding achievement.

## Information about this inspection

- Inspectors observed 23 lessons taught by 15 teachers. In addition, inspectors observed the teaching of phonics (letter patterns and the sounds they represent). Many of these observations were made jointly with the headteacher and the deputy headteacher of the school.
- Meetings were held with the Chair of the Governing Body and two other members, parents and carers, staff, including senior and middle leaders, and groups of pupils. The lead inspector also held a telephone conversation with a representative of the local authority.
- Inspectors observed the school's work and looked at school documentation, including teachers' planning, the school's self-evaluation and development plans, assessment information, monitoring files, governing body minutes, safeguarding documentation and samples of pupils' work.
- Inspectors listened to pupils read and talked with them about their enjoyment of books.
- Inspectors considered the 16 responses to the on-line questionnaire (Parent View) and the nine responses to the staff questionnaire.

## Inspection team

David Radomsky, Lead inspector	Additional Inspector
Bimla Thakur	Additional Inspector
Gary Kirkley	Additional Inspector
Peter Thrussell	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils for whom English is an additional language and the proportion of pupils from minority ethnic backgrounds are considerably larger than the national average.
- The proportion of pupils known to be eligible for additional funding through the pupil premium initiative is well above average.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well above average. Most of this group has moderate learning difficulties.
- The proportion of pupils joining and leaving the school at other than the usual times is much higher than that found nationally.
- The school has specially resourced provision for 21 pupils on the autistic spectrum. Currently, there are 21 pupils on roll in the unit.
- The school meets the government's current floor standards which set the minimum expectations for attainment and progress.
- Since the previous inspection the governing body appointed a new headteacher who took up her post in September 2011.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
  - ensuring that teachers using a greater variety of resources in lessons that take into account the different ways that pupils learn
  - ensuring that there are more opportunities for pupils to apply their learning to real life situations.
- Ensure that all school improvement planning makes clear how planned actions will lead to overall outstanding achievements for pupils.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are well below those found nationally. They make good progress in all areas of learning and personal development because of skilful teaching and a supportive learning environment.
- Pupils make good progress from their individual starting points across Key Stages 1 and 2. In the 2012 tests, Year 2 pupils attained standards in reading, writing and mathematics which were broadly similar to those found nationally. The proportion of pupils reaching expected standards in both English and mathematics at the end of Year 6 increased to above average from significantly below in 2011, and this improvement has been sustained in 2012.
- Progress in reading is consistently good as teachers and other adults are well skilled in the teaching of phonics, and well-targeted additional support is made available for pupils experiencing difficulties. Reading at home is actively encouraged and pupils value the rewards they receive each time they complete the reading of 30 books. Pupils enjoy talking about the books they read. One girl, for instance, in discussing a book that she was reading, shared her opinions with an inspector about equal opportunities for girls.
- The proportion of pupils reaching the expected standard and beyond in the Year 1 phonics screening check last year was above average.
- The additional funding to support pupils who are eligible for the pupil premium has been spent well. School leaders organised high quality training for all teachers and other adults in the systematic teaching of phonics. As a result, these pupils across the year groups made similar progress in reading as their peers. These pupils also received additional one-to-one tuition and small group support. The attainment gap in the proportions attaining the expected level in English and mathematics, combined between these pupils and all others at the end of Year 6, narrowed by 35 percentage points. This demonstrates good value for money.
- Pupils in the specially resourced provision have good attitudes to learning and, with effective support, make similar progress to others in the same age groups.
- There are no significant gaps in achievement between groups of pupils. The progress of disabled pupils and those who have special educational needs, those from minority ethnic backgrounds and those who are in the first stages of learning to speak English, is similar to that of those in the same year groups because they receive well targeted support.

### The quality of teaching is good

- Teachers and other adults are highly effective role models for their pupils. They demonstrate enthusiasm for learning, build positive working relationships and have high expectations for what pupils can achieve. Pupils therefore enjoy learning and tackle challenging work with diligence.
- In the best lessons, which accounts for the clear majority, teachers plan activities that enthuse and cater for the full range of needs and abilities. Pupils understand clearly what they are going to learn as teachers ensure that pupils understand the learning intentions and the steps they need to take to ensure success. Pupils are therefore enabled accurately to self-assess how well they are doing. For example, in a Reception class, children understood the challenge of making ever increasing complex patterns from a range of indoor and outdoor resources and could self-evaluate how successful they were.
- The quality of pupils' writing has improved because teachers draw on other areas of learning which pupils enjoy as a basis for writing activities. Examples seen included writing explanations based on the previous day's science experiment on explosions which was part of a thematic study of volcanoes. In another class, pupils have been learning about the Second World War. In a linked writing activity pupils practised writing instructions for evacuation.
- Teachers' and other adults' support for pupils in the specially resourced provision is good and sometimes outstanding. Pupils' social skills are developed well which enables the pupils to be

fully engaged in learning activities and successfully integrated into mainstream classes for a part of each day.

- The quality of marking is good. Pupils are given helpful targets to show them how to improve and useful feedback on what they have done well. Mostly pupils respond to the comments in their books by correcting or improving work.
- In the minority of lessons, where the teaching is less effective, the resources used to promote understanding do not meet the learning needs of all pupils. For example, in a mathematics lesson on Venn diagrams, some pupils struggled to conceptualise the concepts of sorting in overlapping circles. These pupils would have benefited from an initial practical hands-on activity to help them understand what Venn diagrams are and what they are used for.
- Occasionally, teachers miss opportunities to help pupils put their learning into context and understand its real life application. For instance, young pupils were being taught difference, using differences in time. Progress slowed as the teacher did not help pupils understand why we use clocks and how using time influences how we live and, therefore, why we need to calculate differences in time.

### **The behaviour and safety of pupils** are good

- Pupils enjoy coming to school where they feel safe. They have a good understanding of how to keep themselves safe outside of school, as well as in the cyber environment.
- Inspectors found pupils to be polite and welcoming. Pupils generally behave well in and out of lessons. Occasionally, they get a little restless in lessons when they have been sitting, listening on the carpet for too long.
- Pupils' attitudes to learning are good. Typically, pupils work well in pairs and groups to share ideas and produce good quality work.
- Pupils are aware of all forms of bullying, including prejudicial behaviours. Pupils of different backgrounds usually get on well together. Almost always, pupils who join the school at other than the usual time are made welcome and integrate quickly. In a very few instances, however, those who join with no prior English speaking ability are teased. Pupils confirm though that, as soon as any inappropriate behaviour occurs, it is dealt with swiftly and effectively by the school.
- Pupils in the specially resourced provision are supported effectively to behave well.
- The school works well with external agencies to support pupils and their families experiencing difficulties with behaviour or regular attendance.
- There has been a marked improvement in attendance which is now above average.

### **The leadership and management** are good

- Senior leaders and the governing body have created a culture in which all staff share a passion and drive to ensure that every child thrives.
- Last year, the local authority provided strong support for new leaders and brokered a partnership with an outstanding school to support teachers' training and the development of middle leaders' skills.
- Leaders check their areas of responsibility frequently. They use pupil performance information and direct monitoring to identify underperformance and address it quickly. Every leader provides good quality mentoring and training to all teachers. Any teacher observed whose lesson requires improvement is given intensive support and training and is observed again within a fortnight.
- New staff appraisal procedures follow a detailed analysis of progress information of the pupils taught by each teacher. This information is used to set ambitious individual targets for improving the quality of teaching, inform decisions about salary progression and for providing appropriate training.

- Self-evaluation processes are sound and ensure that leaders know the school well. This enables leaders to identify the school's priorities and plan developments accurately. Plans do not, however, detail specific measurable success criteria for raising achievement from good to outstanding.
  - The leader of the specially resourced provision ensures that pupils are very well supported and included in all aspects of school life. The good progress of different groups of pupils is evidence of the school's successful promotion of equal opportunities. Leaders do not tolerate discrimination.
  - The good curriculum is enriched, for example, through 'inspiration days' and visits to museums to launch thematic learning activities, and, for example, visitors who work with pupils to build a Viking boat. With these and other opportunities, the school ensures that pupils' spiritual, moral, social and cultural development is well promoted.
  - **The governance of the school:**
    - The governing body monitors the work of the school well through regular visits during which individual governors meet staff, observe teaching and talk to pupils. Governors are well aware of the quality of teaching in the school and understand how pupils in the school are achieving in relation to other similar schools. Governors are informed about the outcomes of the school's annual appraisal targets for teachers and ensure that only the most successful teachers are rewarded. They are aware of the spending decisions made with the pupil premium monies and its impact. They take spending decisions which ensure good value for money. Governors support and challenge leaders at all levels well in order to drive forward improvements in all aspects of the school's work. All governors had training recently on safeguarding and are in the process of arranging a broader training programme. All statutory duties are met, and arrangements for safeguarding are robust and effective.
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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

<b>Unique reference number</b>	101881
<b>Local authority</b>	Ealing
<b>Inspection number</b>	400508

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>	292
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Coyle
<b>Headteacher</b>	Karen Doherty
<b>Date of previous school inspection</b>	25–26 January 2010
<b>Telephone number</b>	020 8997 2307
<b>Fax number</b>	020 8566 8738
<b>Email address</b>	admin@draytongreen.ealing.sch.uk



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