

# Havelock Primary School

Havelock Road, Southall, London UB2 4PA

**Inspection dates** 13–14 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school because:

- School leaders have extremely high expectations of adults and pupils which has led to rapid improvement in all aspects of the school's work since the previous inspection.
- Outstanding teaching enables pupils to make rapid progress in English and mathematics. Pupils of all abilities and backgrounds achieve extremely well.
- School leaders, staff and governors are exceptionally committed and work very closely together to ensure that the curriculum, teaching and learning are the best that they can be.
- The school is very committed to encouraging pupils and their families to learn together and this contributes significantly to its success.
- The school is welcoming, caring and supportive of pupils from all backgrounds. Staff are skilled in bringing together and engaging pupils of all abilities and cultures and developing their language and communication skills very well.
- The behaviour of pupils is exemplary. Pupils are eager to learn, show high levels of respect for each other and work and play together harmoniously.
- Pupils feel very safe and well cared for. The school has excellent arrangements in place to ensure that pupils are safe at all times.

## Information about this inspection

- Inspectors held meetings with the headteacher, staff, groups of pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors looked at a range of documentary evidence including the school improvement plan, information about pupils' progress, reports on the quality of teaching and documentation relating to the safeguarding of children.
- The inspection team observed teaching and learning in 26 lessons, two of these jointly with senior staff. They conducted learning walks both during teaching time and at breaktimes. They also looked at samples of pupils' written work.
- An inspector listened to a sample of pupils read.
- An inspector met some parents and carers informally at the start of the school day and took into account the responses to the school's own surveys. Twelve parents and carers also responded to the on-line Parent View questionnaire.

## Inspection team

Peter Callaghan, Lead inspector  
 Grahame Lee  
 Lesley Leak

Additional inspector  
 Additional inspector  
 Additional inspector

## Full report

### Information about this school

- The school is larger than most primary schools.
- Nearly all pupils are from minority ethnic groups with the largest proportion being of Somali, Indian and Pakistani heritage.
- Nearly half of the pupils are entitled to free school meals which is much higher than average. These pupils are entitled to additional funding through the pupil premium.
- The proportion of disabled pupils and those with special educational needs at school action, school action plus and with statements of special educational needs is average.
- Most of the pupils do not speak English as their first language.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that the most able pupils have enough opportunities to work independently and explore their own ideas.

## Inspection judgements

### The achievement of pupils is outstanding

- Many children enter the school with very low language and communication skills, often speaking little or no English. As a result of outstanding teaching pupils make exceptional progress from their starting points. Pupils' achievement is strong throughout the school and exceptionally rapid in Years 2 and 6. As a result, by the time they leave the school is now broadly average in English and mathematics.
- There are no significant differences in the performance of different groups of pupils. Generally boys and girls do equally well. Pupils from different ethnic groups, including the large contingent of Somali, Indian and Pakistani pupils, make rapid progress over time because expert support is much improved since the last inspection.
- Pupils who join the school speaking little or no English, either in the Early Years Foundation Stage or later in their school careers, are provided with exceptionally good support which enables them to develop confidence and to rapidly acquire language and communication skills. This enables them to catch up quickly and to make as much progress as others.
- Pupils' progress in reading is exceptionally strong thanks to very effective teaching, significantly improved since the last inspection. They develop a very good range of phonic (letters and the sounds they represent) strategies to help read unfamiliar words. They develop a love of reading and read increasingly widely as they get older. Family learning to support reading at home is a growing strength in the provision.
- Pupils' progress in writing in the past has lagged behind progress in reading but is improving rapidly as a result of teachers now providing more opportunities for pupils to write at length in different contexts and subjects.
- Disabled pupils and those with special educational needs are supported very well and make rapid progress. The school has been significantly successful in closing the gaps with all pupils nationally because of the quality of support and provision.
- Pupils learn to calculate well in mathematics lessons thanks to a very strong focus on these skills and outstanding teaching. They use these skills effectively to support their learning in other aspects of the curriculum.
- Pupils entitled to extra support as a result of pupil premium funding are supported very effectively and make rapid progress in line with others in the class and with all pupils nationally.
- The attainment of higher attaining pupils is significantly better than it was and the overall profile is well above average. This is reflected in the increasing proportions reaching higher National Curriculum levels. Occasionally, however, the progress of a few pupils in this group is limited when they do not have enough opportunity to work independently and explore their own ideas.

### The quality of teaching is outstanding

- As a result of outstanding teaching over a sustained period of time pupils of all abilities and from a wide range of backgrounds make outstanding progress.
- Teachers create a calm, welcoming and extremely positive learning environment which fosters harmony and promotes high expectations of pupils' behaviour and achievement. They have very good relationships with pupils and know their classes well.
- In the Early Years Foundation Stage, teaching is well organised. Staff work closely as a team and provide a stimulating learning environment where children quickly become confident and eager learners. Teachers are developing the application and testing of phonics well.
- The transition of children from Reception to Year 1 is coordinated very effectively and there are robust procedures to ensure that data are understood and used effectively to help pupils to make rapid progress as soon as they join Year 1.

- Planning and assessment are strengths of the school. Teachers systematically refer to previous learning and provide review time in lessons, to ensure that pupils have understood and to move them on rapidly in their learning.
- Teachers use high quality resources, including information and communication technology, to engage the interest of pupils for long periods of time. Staff are generally highly skilled at helping pupils to work independently and initiate their own ideas. For example, in oral mathematics lessons, pupils work independently at a very fast pace against timed deadlines and use and explain their own strategies to solve the problem.
- The teaching generally caters very well for the higher attaining pupils through providing them with more difficult tasks. When these pupils spend excessive time completing the same tasks as others before moving on to harder work, they are not given enough opportunity to work out solutions for themselves. Their progress although still at least good is sometimes slower than it should be.
- Staff very successfully use different strategies to extend pupils' learning experience through the innovative use of music, periodic exercise and refresher breaks to aid concentration and sustain the pace of learning.
- The teaching of disabled pupils and those with special educational needs is of high quality. Teachers plan skilfully to meet their needs through a combination of easier tasks suited to their ability and through very effective deployment of skilled support staff.
- The school has very good strategies to support the language development of pupils who join the school speaking little or no English either in the Early Years Foundation Stage or later in their school careers. These pay dividends in promoting improvements and increasing progress rates in communication skills which help pupils in their work in all subjects.
- Teachers review pupils' work almost daily and, as a result, pupils are very clear about the next steps in their learning and have many opportunities to reflect and review their progress.

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

- Pupils' attitudes to learning are exemplary and contribute fully to an exceptionally positive atmosphere for learning throughout the school.
- Pupils are eager to learn and are highly motivated. They work very well together in pairs or in groups helping and supporting each other. The positive learning climate promotes a strong sense of harmony which teachers foster very well.
- Given such a large diversity of backgrounds, children show high levels of respect for each other and work together extremely harmoniously by helping one another in play and work situations. Peer mentors support other pupils in the playground activities at break times.
- Pupils say that the school's very fair approach to dealing with problems is having a very positive impact on behaviour. Pupils are very effectively encouraged to take responsibility for their actions and make amends when they have done wrong.
- Pupils say they feel extremely protected and safe from bullying and one pupil mentor said that 'there were hardly any problems in the playground'. Pupils' understanding of the different kinds of bullying is secure, for example they are very clear about internet bullying and its consequences.
- Leaders have worked successfully since the previous inspection to raise the level of attendance to above the national average.
- Although only 12 parents and carers responded to Parent View those spoken to consider that behaviour in school is excellent and that communication is very good. One parent commented, 'There is always someone in school to talk to.' This was typical of the views of others.
- Pupils feel that their views are valued and listened to by school staff. For example, they have been encouraged to present their own version of the school improvement plan to governors.
- The school's diversity is celebrated at every opportunity. Pupils from a wide range of faiths

learn from and respect each other. For example, during the inspection in an assembly on Diwali, the use of stories and music promoted a real sense of community and mutual respect.

### **The leadership and management are outstanding**

- The senior leadership team provides exceptional leadership for the school. Leaders are highly ambitious, professional and uncompromising in their drive for pupils to achieve as well as they can. They have a commitment to high expectations and improved outcomes for all pupils, which is shared by staff and governors. This represents a significant change from when the school was last inspected and is fundamental to the outstanding progress and improvement which has been made.
- The school's self-evaluation is incisive and honest in its assessment of relative weaknesses. This has resulted in concerted and effective action which has led to rapid improvement in monitoring staff and pupil performance and achievement. Consequently, the school has very strong capacity to maintain its current strengths and develop them even further.
- The use of data about the progress of individuals and groups of pupils is highly effective. As a result, all groups of pupils are achieving exceptionally well. Any potential underachievement is picked up at an early stage and effective support put in place.
- There is a clear structure to the leadership and members of the team have explicit roles and responsibilities which are monitored by the governors effectively. New staff benefit from comprehensive induction which enables them to settle happily and understand and adopt the school's expectations and procedures quickly.
- Phase and subject leaders are well informed and are focused on improving the quality of teaching and ensuring that all pupils make rapid progress. Subject leaders conduct termly rigorous evaluation of their subject area and track individuals' progress accurately. This very effectively holds teachers to account for the progress of their pupils and reinforces the school's expectations.
- The high quality of teaching is supported by an excellent programme of professional development which is coherent, effective and very supportive. It is based on the identified needs of staff and the needs of newly qualified teachers and enables those at an early stage of their career to experience best practice. The appraisal system is very robust and linked closely to Teachers Standards, ensuring that challenging targets are set in relation to pupils' progress.
- The curriculum provides a wide range of opportunities for high quality learning and meets the needs, abilities and interests of pupils. It is very successfully broadened by the topic work contained in the International Primary Curriculum and through activities such as the Eco council which works to improve the wild life area. There is a highly effective focus on the basic skills of English and mathematics and these are effectively used and developed across the curriculum.
- The development of pupils' social, moral, spiritual and cultural development is highly successful and embedded in the curriculum and the everyday life of the school. Pupils have many opportunities to take part in the enrichment activities and clubs that the school provides. For many, the Year 6 residential trip to Norfolk provides the first opportunity to see places and people outside of their immediate locality.
- The school is extremely successful in engaging parents and carers, and the family learning programme of phonics, reading, language and numeracy courses not only helps support parents and carers, but also supports their children in their learning out of school.
- The school is supported by colleagues from the advisory service in Ealing and external providers. This has had a huge impact on school improvement, the quality of teaching, pupils' achievement and the development of the roles of senior leaders.
- **The governance of the school:**
  - The governing body provides high levels of effective support to the school and very good strategic direction. Governors are committed and well informed. They hold leaders to account robustly and successfully for all aspects of the school's performance and ensure

strong engagement with parents and carers. Governors manage the resources of the school very effectively. In particular, they ensure that pupil premium funding is used effectively to support the pupils it is provided for to enable them to make rapid progress and close the gaps with other pupils. Governors ensure that the performance management system for staff is robust and linked very closely to pay, for teachers and senior leaders. The governing body fulfils its statutory responsibilities and ensures that all requirements are met and effective in relation to the safeguarding of children.

## 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>	101900
<b>Local authority</b>	Ealing
<b>Inspection number</b>	400512

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>	400
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bal Garcha
<b>Headteacher</b>	Amrit Jangra
<b>Date of previous school inspection</b>	6–7 October 2009
<b>Telephone number</b>	020 8571 7204
<b>Fax number</b>	020 8843 9880
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