

Wormholt Park Primary School

Bryony Road, London, W12 0SR

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- The progress of most pupils is good and some pupils make outstanding progress, particularly in English.
- The school has an ethos of meeting the needs of all pupils and this means that the different groups of pupils in the school also make good progress.
- Teaching is good because teachers work hard to make their lessons interesting. They try to involve all the pupils in their class in the lessons by getting them to talk about what they are learning.
- Behaviour is good and at times exemplary. Pupils learn and play together in a harmonious way.
- Pupils are polite and courteous and have positive attitudes towards their learning.
- The headteacher leads the school effectively and has a good understanding of the school's strengths and what it needs to do to improve.
- She is supported by a dedicated leadership team who have a strong commitment to improving the achievement of all pupils in the school.
- Governors know the school well and provide a good level of challenge and support.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching across the school to ensure that all pupils make outstanding progress. Pupils are not given enough opportunities to take responsibility for their own learning.
- Senior leaders have not fully developed their roles so that they have a greater impact on teaching across the school, holding teachers to account rigorously for the results they achieve.

Information about this inspection

- Inspectors observed 23 lessons as well as making shorter visits to classes, hearing children read and observing support for small groups of children. Some of these lessons were jointly observed with the headteacher and deputy headteacher who then fed back to those teachers.
- The inspectors held meetings with two groups of pupils, the headteacher, several members of staff including most senior leaders, members of the governing body and a representative of the local authority. In addition, inspectors met with two parents who requested a meeting.
- Inspectors also looked at the work children had done in their books both while observing lessons and at other times.
- Inspectors studied a range of written evidence including the school’s own checks on how well it is doing, the school development plan, teachers’ planning, minutes of governors’ meetings, the school’s own documentation recording the progress of pupils, information about the quality of teaching over time and safeguarding documentation.
- Inspectors talked to parents over the two days both inside and outside the school and the 24 responses to the online questionnaire (Parent View) were also taken into account.

Inspection team

Martyn Kitson, Lead inspector	Additional Inspector
Fatiha Maitland	Additional Inspector
Gill Walley	Additional Inspector

Full report

Information about this school

- The school is a larger than average primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals, and children from service families, is above the national average.
- The majority of pupils are from ethnic groups other than White British and many have English as an additional language. The largest groups within the school are Black African, White British and Black Caribbean
- The proportions of pupils with special educational needs supported at school action, at school action plus, and through a statement of special educational needs are all well above national averages.
- In 2012, the school exceeded the government's floor standards, which set the minimum expectations for pupil's attainment and progress in English and mathematics.
- The school operates a breakfast club for the benefit of children attending Wormholt Park Primary School. Pupils attend the club based on need.
- The headteacher has been in post for one year and several members of the leadership team are in their first year in the role.

What does the school need to do to improve further?

- Increase the amount of good and outstanding teaching by:
 - ensuring that all pupils are challenged appropriately and know what is expected of them in lessons and over time
 - giving pupils more opportunities to be involved in their own learning and that of their peers
 - improving the quality of marking so that pupils are more actively involved in it and that it clearly shows what pupils need to do to improve.

- Improve the impact of school leadership by:
 - developing the skills of senior leaders so that they take greater responsibility for checking how well teachers are doing
 - enabling senior leaders to directly meet with teachers to hold them to account for the performance of the pupils they teach

Inspection judgements

The achievement of pupils is good

- Children enter school with levels of development that are well below those expected for their age. They make good progress in the Nursery and Reception classes in all areas because they are provided with motivating and well resourced activities that engage them fully and are well supported by all staff. Children are given good opportunities to develop early writing skills. At the end of the Reception year, despite their good progress children's attainment is still below average
- During Key Stage 1, children continue to make good progress and recent improvements in teaching have accelerated this progress. Pupils are developing their skills in learning to read new words but sometimes lack confidence in using those skills. They can solve simple word problems using a range of resources.
- During Key Stage 2, the progress of most pupils accelerates and, for some pupils, at times, is outstanding, particularly in English. This means that, when pupils leave Year 6, they reach standards that are at least in line with national standards. Again, the improvements in the school over the last year have helped with this and give confidence that this good progress continues.
- Pupils who are eligible for the pupil premium funding make good progress and their standards are in line with all pupils in the school. The money is spent on providing additional staff so that these pupils can receive additional intensive support in developing their reading and writing skills.
- The different ethnic groups in the school all make similar progress which demonstrates the school's commitment to ensuring that all pupils have equal opportunities to learn.
- Disabled pupils and those with special needs are well supported which results in them also making good progress.
- Older pupils are able to discuss their mathematics using appropriate vocabulary and can make decisions about what methods to employ in solving real-life word problems. In English, they are able to discuss characters and empathise with them through role play and can use the English skills they have learned in other subjects.
- Achievement is not yet outstanding because progress is not rapid enough in reading, writing and mathematics.

The quality of teaching is good

- Teaching is typically good, with some examples of outstanding teaching, resulting in most pupils making good progress.
- As a result of being well taught pupils' behaviour of pupils in lessons is good. Pupils are well motivated and focused on their learning and display positive attitudes to school at all times. They particularly enjoy opportunities to work cooperatively and to engage in meaningful discussions about their learning.
- Teachers use a range of strategies to make their lessons interesting and effective. They plan interesting lessons with a range of activities that actively involve the pupils in their learning. For example, in one lesson role play was used to help pupils empathise with a character in a story. Good challenging questioning is used by many teachers to help pupils get a better understanding of what they are learning about. Teachers adapt their lessons as they proceed when they see pupils having difficulty with their work and they target their teaching on those pupils who need additional support.
- Effective extra support is given by additional staff working on customised programmes. These provide additional learning experiences that focus on the individual needs of those pupils who find learning more difficult.
- Work is regularly marked in books and most pupils know how well they are doing. However, the marking does not always make clear what pupils have to do to move their learning to the next level.

- In the Nursery and Reception classes, teaching is good because it provides interesting activities that link well to what children should learn at this age and cater to the individual needs of each child, motivating them to learn. The outdoor area is particularly well used to support this learning.
- In numeracy lessons, teachers provide opportunities for pupils to develop problem solving and investigational skills. In literacy lessons, opportunities are provided for writing in different styles and teachers focus on spelling and grammar. Skills developed in English and mathematics lessons are then used in a range of subjects.
- Pupils are sometimes not sufficiently involved in, or have the opportunity to take responsibility for, their own learning. In some lessons, staff expectations are not always made sufficiently clear to pupils from the start.

The behaviour and safety of pupils are good

- Pupils behave well and relate well to one another. Those from different cultural backgrounds mix well and play together in harmony. Behaviour has improved through the introduction of specific strategies including developing a consistent ethos around the rights of the child.
- Pupils are well supervised by the adults with opportunities given to engage them in play and interaction.
- Pupils are courteous, kind and considerate to adults and children alike and respond appropriately to requests and questions. They contribute fully to the calm and supportive environment that the school provides because they are fully aware of the school's code of conduct.
- Pupils feel safe, know how to keep themselves safe and are well supported in school. They have a good understanding of the different forms of bullying and, if they were to ask for support with such an issue, they are confident they would get it.
- Parents also say that children are well behaved at school with a high number believing that the few incidences of bullying are dealt with effectively.
- Attendance is below average. However, the school is taking action to address this through a range of incentives and a greater focus on holiday absence. The learning mentor regularly meets parents to review cases of poor attendance.
- Behaviour around the school is exemplary. In classes it is good but not yet outstanding because pupils are not involved enough in their own learning

The leadership and management are good

- The school is well led by the headteacher. Over the first year of her role she has made some significant changes to the leadership and management of the school. The result is that the school is more focused on where it needs to improve through making teachers more accountable for the results their pupils achieve. The headteacher gets good support from the members of her senior leadership team.
- The school has accurately identified its strengths and weaknesses through its checks on how well it is doing and these are reflected in its correct priorities for development. Leaders have a good understanding of how well pupils are doing through the detailed ways it checks pupils' progress.
- Strong systems for monitoring teacher performance have been established and, although the monitoring skills of some new senior leaders are still being developed, the school has making teachers more accountable for the achievement of pupils as an ongoing priority. Appraisal is based on the Teachers' Standards and the school has begun to link teacher performance to pay, although this has yet to have a full impact on the quality of teaching and learning.
- The curriculum is broad and balanced and meets statutory requirements. It is enriched by a range of clubs, visits, visitors and special weeks. There is a focus on ensuring that all pupils have an equal opportunity to do well and this is demonstrated by the fact that most pupils are making good

progress particularly with their basic skills. A thriving breakfast club provides additional support for a number of pupils whose circumstances make them most vulnerable.

- Most parents speak very highly of their school and are very appreciative of the efforts the school is making to meet the needs of their children. The school has demonstrated it is well placed to improve further through gains in pupils' progress and teacher accountability.
- The local authority has been recruited by the school to confirm the view of school leaders about the quality of teaching and learning in the school. Inspectors also agreed with this view. All required safeguarding procedures are appropriately carried out and meet statutory requirements. The school site is secure and provides a positive haven for pupils.

■ **The governance of the school:**

- Members of the governing body are committed to improving the school and have an active role in developing it. Their role in monitoring the work of the school is well developed and includes a detailed programme of visits to the school. This has enabled them to have a clear view of the strengths and weaknesses of the school, particularly with achievement and teaching. Their commitment to the school means that they keep themselves up to date through attending regular training courses. They manage the budget effectively including the use of pupil premium money to enhance staffing and provide extra support for those who are entitled to it. Governors are developing a good understanding of pupils' achievement and how the school's results compare with other schools, including any differences between subjects.

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	100341
Local authority	Hammersmith and Fulham
Inspection number	413059

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	434
Appropriate authority	The governing body
Chair	Colin Aherne
Headteacher	Julie James
Date of previous school inspection	25–26 November 2008
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