

West Drayton Primary School

Kingston Lane, West Drayton, Middlesex, UB7 9EA

Inspection dates 6–7 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
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

- Pupils, including those who are disabled or who have special educational needs, do not consistently achieve as well as they should in writing and mathematics.
- Teachers do not always ensure that pupils have suitably challenging work, or that they complete it accurately.
- Advice given through teachers' marking varies in effectiveness because it does not always show pupils their next steps, and teachers do not make sure that their advice is followed up straightaway.
- Children in the Nursery and Reception classes have too few chances to write.
- Leaders, including the governors, have been hindered by the high turnover of teachers. Middle leaders are new to their roles and have not had enough time to ensure that teaching and learning are consistently good in the subjects and year groups they manage.

The school has the following strengths

- Pupils make good progress in learning to read.
- Pupils who are at the early stages of learning to speak English as an additional language develop their language skills quickly.
- Pupils feel safe at school, behave well and enjoy learning.
- Provision for pupils' spiritual, moral, social and cultural development is a core feature of the school's work and ensures that pupils show respect and consideration for others.
- The school provides well for pupils who have specific gifts or talents.
- Senior leaders know what to do to improve the school.

Information about this inspection

- The inspection team observed teaching in 23 lessons with 10 being observed jointly with members of the senior leadership team.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and representatives from the local authority.
- The inspectors took into account 40 responses to the online Parent View survey and held informal discussions with a sample of parents.
- The inspectors considered the views expressed in a school survey of views of members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding documents.

Inspection team

Alison Cartlidge, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

Philip Littlejohn

Additional Inspector

Full report

Information about this school

- The school is much larger than average.
- About one in five pupils who are disabled or who have special educational needs are supported through school action. One in six pupils are supported through school action plus or have a statement of special educational needs. These figures are well above average.
- About half the pupils speak English as an additional language. A very wide range of different languages are spoken.
- Approximately two fifths of the pupils are eligible for the pupil premium (additional money provided by the government for pupils known to be eligible for free school meals, children in local authority care, and the children of service families). This is well above the national average. Currently there are no children in local authority care at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been almost a complete change of teachers over the last two years, and several new middle leaders have been appointed.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better, by:
 - always providing pupils with work that is suitably challenging
 - expecting pupils to be more accurate in their work
 - providing pupils with written guidance on their next steps and ensuring they respond to this advice straight away.
- Improve achievement in writing and mathematics, by:
 - improving pupils' spelling, grammar and punctuation
 - extending pupils' ability to carry out calculations and their understanding of the value of numbers
 - providing plenty of opportunities for children to practise their writing in the Nursery and Reception classes.
- Develop the impact of leaders, by ensuring middle leaders eradicate inconsistencies in teaching and learning in the subjects and year groups they manage.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good enough because it has been inconsistent. Attainment by the end of Year 6 dipped in 2012 and was low; however, progress between Years 1 and 6 is now improving, and attainment in the current Year 6 is broadly average. Progress is not yet good because it is uneven between classes and subjects. In writing, pupils make repeated errors in spelling, grammar and punctuation. In mathematics, they have difficulty in carrying out calculations quickly and their knowledge of the value of numbers is not strong. In contrast, following a whole-school focus in reading, pupils make good progress in learning to read. They enjoy books and are confident about using their knowledge of phonics (the sounds letters make).
- The vast majority of children enter the Nursery and Reception classes working below the levels expected for their ages. Progress in the Early Years Foundation Stage requires improvement because children do not always learn quickly enough, especially in writing. They make good progress in speaking, reading and creative development, as seen in the Reception Year where children were developing these skills well when working in the role-play 'hotel'.
- Disabled pupils and those with special educational needs are not making enough progress. Some of the more recent, closely targeted additional activities are starting to have a positive impact on their learning, but it is too soon to be able to show if this progress will be sustained.
- Pupils who are at the early stages of learning to speak English as an additional language are supported well and make good progress in developing spoken English.
- The gap in attainment is closing for those in receipt of pupil premium funding. In the most recent end of Year 6 national tests, they did well in mathematics, but were about a term behind the average point scores of other pupils in English.

The quality of teaching

requires improvement

- Teaching is not consistently good because teachers do not always ensure that they provide work of the right level of challenge for all groups in their classes. When pupils are not sufficiently challenged, their learning slows. In addition, teachers do not have high enough expectations for what pupils could achieve, and let them get away with making avoidable errors in their work.
- Teachers and teaching assistants are skilled in managing behaviour because they form positive relationships with the pupils and use some interesting resources to motivate them to learn. For example, in a literacy support group in Year 5, pupils developed their ability to describe objects found on a beach because they were allowed to handle them.
- Teachers have good subject knowledge and make sure that pupils understand what they are to learn in each lesson. Vocabulary is shared well. For example, in Year 3 geography, pupils were encouraged to use words such as 'camouflaged' and 'birds-eye view'.
- Teaching is good in reading. For example, in Year 1 there were good opportunities for pupils to use their phonics skills when sharing a book, and to make predictions about how the story about the 'Snail and the Whale' might end.
- In the Early Years Foundation Stage, teachers do not ensure that children practise their writing often enough. Good provision is made for speaking and reading and members of staff help children to discuss what they are doing as they work.
- Teachers frequently mark pupils' work but do not always include comments on how work can be improved next time, or ensure that pupils follow up advice straight away.

The behaviour and safety of pupils

are good

- Pupils clearly enjoy school. They have positive attitudes towards learning in most lessons and

behave sensibly around the school, and their rates of attendance are above average. Pupils and their parents agree that behaviour is good and that pupils are kept safe. Pupils are proud of their school and are keen to say that they would recommend it to others.

- The school promotes equal opportunities and tackles discrimination robustly. Minor instances of bullying are dealt with swiftly and to the satisfaction of pupils and their parents. Pupils feel safe at school and know how to stay free from danger, including cyber bullying.
- Pupils from differing ethnic backgrounds mix well with each other and have very respectful attitudes towards differences in culture and belief. As one pupil put it, 'We don't leave anyone out'. Pupils are keen not to offend others. For example, one pupil in Year 6 was opposed to singing the national anthem every day on the grounds that it would not make pupils new to the country feel welcome and included.
- Pupils co-operate with each other well when working as talk partners. For example, Year 4 pupils were keen to help each other when discussing characters for their writing, and Year 2 pupils helped each other check they had all combinations for ordering scoops of three different ice-creams. Occasionally, pupils lose interest when they have been working at the same tasks for too long and sometimes make avoidable mistakes, especially in spelling.

The leadership and management

require improvement

- The dip in pupils' achievement since the last inspection occurred because leaders had been hindered by the high turnover of teachers and did not ensure that teaching and learning were monitored rigorously enough.
- Senior leaders have a clear understanding of what needs to be done to put things right. They have demonstrated their capacity to improve the school through introducing tighter procedures for checking up on how well teachers and pupils are doing, and through the improvements already made, for example, in pupils' progress in reading.
- New middle managers and leaders are enthusiastic about their roles, but have not been in place long enough to be able to demonstrate a sustained impact on teaching and learning.
- The school works closely with other local schools to provide relevant training, and this is appreciated by members of staff. Leaders are making better use of information on how well pupils are doing to help identify how teachers need to improve. Targets for their professional development are linked closely to individual and whole-school needs.
- The curriculum is broad and balanced but its impact is uneven between classes. It is enriched by a wealth of clubs, visits and visitors and is particularly strong in supporting pupils' social development. The school makes good provision for pupils who are particularly gifted or have exceptional talents in a subject.
- Pupil premium funding has been spent on a range of worthwhile activities to make it easier for these pupils to learn, including the breakfast club, links with parents and additional speech and language support. The school is further improving provision with specifically targeted one-to-one support for pupils in literacy.
- Provision for pupils' spiritual, moral, social and cultural development is a particular strength of the school. Assemblies are used well to share whole-school values, samples of pupils' work and to appreciate the creative arts.
- Parents are positive about the school and are especially impressed with the approachability of staff and the way the children are enabled to feel safe at school. As one parent said, 'It's like walking into a family.'
- Safeguarding arrangements meet requirements. All staff are checked for their suitability for working in school and are trained in how to look after the pupils carefully. Absences from school are monitored rigorously.
- The local authority provided light touch support following the previous successful inspection and the school makes appropriate use of local authority training and guidance to help rectify identified areas requiring improvement.

■ **The governance of the school:**

- Governors understand the school's strengths and are increasing their rigour in checking that the school is doing well enough, especially in teaching. They have a good understanding of how the budget is spent, including specific funding for pupils in receipt of the pupil premium. They are aware of how achievement at the school compares with others, although they are over-positive about how well the school is performing. Leaders, including the governors, have made sure that there is no inadequate teaching and have clear systems in place to reward good teaching.

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	102398
Local authority	Hillingdon
Inspection number	412018

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	475
Appropriate authority	The governing body
Chair	Harinder Kang
Headteacher	Richard Yates
Date of previous school inspection	1 March 2007
Telephone number	01895 442904
Fax number	01895 431851
Email address	westdrayton@hillingdongrid.org

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