

Wolf Fields Primary School

Norwood Green, Southall, UB2 4JS

Inspection dates 25–26 September 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 quality of teaching is mostly good, with examples of some outstanding teaching. Most teachers plan effectively and use questioning well to deepen pupils' knowledge and understanding and enable them to develop a range of skills.
- Pupils achieve well in all key stages. The standards they reach by the time they leave are above average in English and mathematics.
- Children in the Early Years Foundation Stage enjoy the exciting and stimulating range of activities.
- Key areas of the school's work have improved significantly since the previous inspection, including pupils' achievement in English.
- Monitoring systems to check the quality of teaching by the senior leadership team mean that all teachers know what they do well and how to improve.
- The governing body, headteacher and senior leadership team are ambitious for the school. They know the school's strengths and areas for development very well and have had a positive impact on raising achievement and improving teaching.
- Pupils' behaviour is good. They are polite, caring and courteous and show great respect for all members of the school community. Pupils say they feel very safe and are well cared for.

It is not yet an outstanding school because

- Pupils are not given enough opportunities to respond to teachers' feedback in their books.
- There are sometimes inappropriate levels of challenge for pupils of different abilities, including the more able.
- Monitoring and evaluation of the quality teaching by the middle leaders is not very systematic

Information about this inspection

- Inspectors observed parts of 22 lessons. Three lesson observations were carried out jointly with the headteacher and deputy headteacher.
- Inspectors evaluated pupils' work and talked to a range of pupils about their learning.
- Inspectors held discussions with parents and carers, staff, members of the middle and senior leadership teams, the Chair of the Governing Body and a representative of the local authority.
- Inspectors analysed a range of documents, including the school's self-evaluation, improvement plan, documents relating to safeguarding, policies, information about pupils' progress, minutes of meetings held by the governing body and records of behaviour and incidents. They also looked at the school's website and 'data dashboard' and records of the monitoring and evaluation of the quality of teaching and learning.
- Inspectors examined anonymised documents about the management of staff performance.
- There were no responses to the online Parent View survey. Inspectors took account of the views expressed by parents and carers to the inspection team and the school's records of parents' and carers' views. They reviewed the responses to staff questionnaires.

Inspection team

Kewal Goel, Lead inspector

Additional Inspector

Anthony Byrne

Additional Inspector

Selina Sharpe

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year group from Year 1 to Year 6.
- The Early Years Foundation Stage comprises two part-time Nursery classes and two full-time Reception classes.
- The overwhelming majority of pupils are from a wide range of ethnic backgrounds. Pupils from Asian heritage make up the largest groups in the school.
- The proportion of pupils who speak English as an additional language is much higher than average. Most have little knowledge of English when they join the school.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals and looked-after children) is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- 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?

- Improve the quality of teaching and learning so that much of the teaching is outstanding by:
 - making sure that all teachers set an appropriate level of challenge for all pupils, especially the more able
 - giving pupils opportunities to respond to teachers' feedback in their books.
- Put in place more systematic and effective monitoring and evaluation of the quality of teaching by the middle leaders.

Inspection judgements

The achievement of pupils is good

- The achievement of all groups of pupils is good. The proportions of pupils, including more-able pupils, making and exceeding expected progress by the end of Year 6 compare favourably with national figures. By the time pupils' leave, they are well prepared for their time in secondary school.
- Children join the school with skills and knowledge that are well below those expected for their age. They make good progress in Nursery, especially in their personal development, communication and language. They continue to make good progress in Reception classes, particularly in developing their early reading. Nonetheless, almost all pupils start Year 1 with knowledge and understanding that are below those usually found for their age.
- By the end of Key Stage 1, pupils' attainment is average. Attainment in reading at the higher levels is significantly below average because of a large number of pupils joining Key Stage 1 speaking little or no English.
- By the end of Key Stage 2, pupils' attainment is above average in both English and mathematics. Pupils achieve higher levels in reading than they do in writing and mathematics because of well-focused and targeted programmes of support.
- The school's internal assessments show that pupils are now making good progress in English and mathematics throughout both key stages.
- The achievement of disabled pupils and those who have special educational needs is good, as is the achievement of those who speak English as an additional language, including those at an early stage of learning English and those from different ethnic backgrounds. This is because of the targeted interventions and support they receive.
- The achievement of more-able pupils requires improvement because sometimes they are not appropriately challenged to reach the higher levels of attainment.
- Assessment records for 2012 show that pupils known to be eligible for the pupil premium made good progress and attained as well as their peers in the school in mathematics and were less than two terms behind in English. The school uses the designated funds well to support these pupils, including small-group support, special teaching programmes in English and mathematics and specialist support to develop social skills.
- Pupils enjoy reading. As a result of good and targeted teaching in the Early Years Foundation Stage and Key Stage 1, pupils have a secure understanding of phonics (letters and the sounds they make). In 2012, Year 1 pupils performed above the national average in the phonic screening check and 2013 data show that the proportion achieving the expected standard is much higher than last year.
- The good rate of all pupils' progress shows the success of the school's inclusive ethos. It makes sure that every pupil gets an equal chance to succeed, while valuing differences in their backgrounds and beliefs.

The quality of teaching is good

- Much of the teaching over time is usually good in Years 1 to 6, with examples of some outstanding teaching. Most teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding, which enable them to develop a range of skills across the curriculum.
- The ethos for learning in the school is strong. All viewpoints and responses from pupils are valued. Teachers make clear at the start of every lesson what pupils are expected to learn in their work but at times the tasks are not well matched to the needs of all pupils. Sometimes the tasks are too demanding for the less-able pupils and do not provide sufficient challenge for the more-able pupils.
- In the outstanding lessons teachers use a variety of exciting and creative approaches to meet

and respond to pupils' different learning needs. For example, in Year 6, pupils were preparing to write information text. The teacher showed them what was expected very well and more-able pupils were able to identify conjunctions in the teacher's writing and use them successfully in their own writing. In another Year 6 lesson, pupils were learning to understand death rites in Hinduism. More-able pupils during class discussion showed very good empathy towards the death rites of the Hindus.

- Teachers have very good subject knowledge. Planning is thorough and takes into account fully the skills pupils need to learn and develop in all subjects. Teachers make sure there are strong links with pupils' prior learning, and check pupils' learning and progress throughout each lesson. While teachers plan work for pupils of different abilities, sometimes the more-able pupils are not challenged enough. Teachers make good use of resources and the classroom environment promotes learning very well.
- Specialist support and teaching for disabled pupils and those who have special educational needs are highly effective and enable them to make good progress. Teaching assistants have a clear understanding of pupils' needs and support them very effectively.
- Teachers mark pupils work regularly and give constructive feedback linked to what they are learning. They do not consistently give pupils time to consider their comments and respond appropriately.
- In the Early Years Foundation Stage the quality of teaching and learning is never less than good. Staff strike the right balance of child-initiated and adult-led activities. They provide good opportunities for pupils to develop their early reading and writing skills.

The behaviour and safety of pupils are good

- Pupils' engagement in the majority of lessons and outside is very good. They engage in their work and participate well in class discussions. Pupils are supportive and respectful of each other's views, feelings and abilities.
- Most pupils display consistently positive attitudes to learning whether with a teaching assistant, class teacher or in assembly. Pupils listen to adults intently, and most are keen to respond to teachers' questioning. There is very little low-level disruption in lessons. However, some less-able pupils are not fully engaged when they find the work too challenging.
- Pupils have good awareness of different forms of bullying including cyber bullying. There have been a negligible number of incidents of bullying or poor behaviour. Pupils told inspectors that instances of bullying of any kind are extremely rare, but the school is quick to act in such circumstances. The school is very effective at tackling any form of discrimination.
- The school has a well-established policy for managing behaviour. Pupils say that behaviour in the school is very good. The school's records of parents' and carers' views indicate that they are overwhelmingly positive about behaviour.
- The school successfully fosters very good relationships; almost all pupils are courteous, respectful and well mannered, and display good behaviour throughout the school day. Pupils' enjoyment of the school is reflected in the high rates of attendance, which are above the national average.
- All pupils who expressed an opinion said they feel safe and secure. They told inspectors that if they have any concerns, they know who to go to. Teachers and other staff deal with them promptly.
- Pupils have good opportunities to take responsibility. Some pupils are 'Peace Makers' and are helping with the idea of what constitutes bullying. They help those pupils who need support. The school council members operate the comment boxes and view comments in those boxes weekly.

The leadership and management are good

- The headteacher, senior leaders and governors have a clear vision and drive to improve standards. All staff have a common goal in terms of improving the quality of teaching and all pupils' achievement.
- The headteacher tracks achievement data rigorously and arranges programmes of support to tackle any lack of pupil progress and provide clear guidance to teachers on how to improve the quality of teaching and learning, and raise standards further.
- All teachers have clear targets for improvement, which are checked regularly by the headteacher. This has had a good impact on improving the quality of teaching and learning across the school as everyone knows exactly what is required of them.
- The middle leaders check the quality of teaching but they have few opportunities to effectively and systematically monitor the quality of teaching and pupil achievement.
- The management of teachers' performance and salary progression are linked closely to the quality of teaching and learning.
- The curriculum is very broad and offers a good balance of topics to enhance learning for all pupils. Due to the high numbers of pupils speaking English as an additional language, there are many dual-language labels throughout the school. The curriculum promotes both pupils' academic achievement and spiritual, moral, social and cultural development well. Wide-ranging enrichment activities, including a specific focus on music and sports, broaden pupils' experiences. In recent years the school has been very successful in inter-school competitions in both music and sports. The curriculum prepares pupils well for their next stage of education.
- The school works very well with parents and carers and the local community. It has an inclusive ethos and a caring environment, which have an excellent impact on the daily life of the school. This ensures that all pupils have an equal opportunity to succeed.
- The school's arrangements for safeguarding meet all statutory requirements.
- The school has used the new primary school sports funding to employ sports coaches from the local secondary school, provide transport for sports fixtures and extend after-school sports provision. It has plans to measure the impact of these activities.
- The local authority has taken a light-touch approach to the school, given its good track record of performance. The school has bought from the local authority a range of support for the Early Years Foundation Stage and help with checking pupils' achievement.
- **The governance of the school:**
 - The newly constituted governing body has a very clear understanding of the school's effectiveness, including the quality of teaching and the data relating to pupils' performance. Governors are very professional and skilful. They monitor effectively allocated budgets in each area. Robust procedures, which meet financial regulations, are in place to monitor spending.
 - The governing body shares the high expectations of the headteacher. It provides strong support and challenge.
 - Governors are fully aware of the school's strengths and areas for development. They take the management of teachers' performance seriously and regularly check the performance of staff, and its link to salary and progression. They know what the school is doing to tackle any underperformance. The governing body makes sure that all statutory duties are met and governors attend training regularly.

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	101909
Local authority	Ealing
Inspection number	425614

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	410
Appropriate authority	The governing body
Chair	Ms Gillian Borg
Headteacher	Ms S Gata-Aura
Date of previous school inspection	15–16 October 2008
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