

Willow Tree Primary School

Priors Farm Lane, Northolt, Middlesex, UB5 5FE

Inspection dates 10–11 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Pupils achieve well and make good progress from their starting points in reading, writing and mathematics. As a result, standards are rising across the school.
- Children make good progress from their low starting points in the Early Years Foundation Stage because of the strong adult support, stimulating activities and good teaching.
- The quality of care and additional support provided by both teachers and teaching assistants enables all groups of pupils, including those who are vulnerable to underachievement, to make good progress.
- Reading is promoted well in the school and pupils show enjoyment in their reading of books.
- The quality of teaching has improved since the previous inspection and is now good overall. Senior leaders have put in place effective support and training for their staff.
- Behaviour and safety are good and pupils from different backgrounds get on well with each other. Pupils generally have positive attitudes and are keen to learn. They are well cared for and feel safe at school.
- The headteacher is relentless in her drive for continued improvement and is supported effectively by a strong team of leaders, including governors. As a result, there have been improvements in the quality of teaching and pupils' achievement since the previous inspection.
- Governors know the school well and provide the necessary support and challenge to bring about improvements.

It is not yet an outstanding school because

- Pupils do not have enough opportunities to use and apply their mathematical knowledge and skills in other subjects.
- Higher-attaining pupils are not always challenged enough in lessons.
- Pupils do not always move on to do independent work quickly enough in lessons.
- Pupils are not always given sufficient opportunities to respond to comments in teachers' marking to enable them to improve their work further.

Information about this inspection

- The inspectors observed 36 lessons, of which 10 were joint observations with the headteacher, one deputy headteacher and two assistant headteachers.
- Meetings were held with a group of pupils, and inspectors listened to pupils read and discussed their reading with them.
- Discussions were held with the headteacher, senior leaders, subject coordinators, the Chair of the Governing Body and two other governors. A short telephone conversation took place with a representative from the local authority who supports the school. In addition, inspectors spoke to parents and carers in the playground at the start of the school day.
- Inspectors observed the school's work and examined a range of documentation, including the school's own performance data, an analysis of its strengths and areas for development, improvement plans, records of the monitoring of the quality of teaching, and records relating to attendance, behaviour and safeguarding.
- Pupils' work was also scrutinised to look at their progress, the quality of marking and feedback and the coverage of the curriculum.
- The inspectors considered 28 questionnaires completed by staff.
- The inspectors took account of 32 responses received from parents and carers to the online questionnaire (Parent View).

Inspection team

Avtar Sherri, Lead inspector

Additional Inspector

Theresa Mullane

Additional Inspector

Gareth O'Shea

Additional Inspector

Kate Robertson

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above the average, as is the proportion of pupils who speak English as an additional language.
- Pupils come from a wide range of ethnic backgrounds. The largest group of pupils are from White British backgrounds, with pupils from Black or Black British African backgrounds forming the next sizeable ethnic group.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is well above average. The school currently has no children who are looked after by the local authority or children of service families.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is average; the proportion supported at school action plus or with a statement of special educational needs is average.
- A high proportion of pupils join or leave the school other than at the usual times.
- The school does not currently use any alternative provision for its pupils.
- 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 to enable all pupils to make rapid progress by ensuring that:
 - Higher-attaining pupils are sufficiently challenged in all lessons
 - the marking of pupils' work always includes clear guidance on how they can improve their work and that pupils are given more opportunities to respond to these comments to further their understanding
 - pupils move more quickly to work independently in lessons to enable them to do as much work as possible by the end of the lesson.
- Raise pupils' attainment in mathematics by:
 - providing pupils with more opportunities to apply their mathematical skills and knowledge across the curriculum
 - ensuring pupils are able to apply their mathematical skills to practical, meaningful and real-life problems.

Inspection judgements

The achievement of pupils is good

- Attainment has been rising in all subjects in both Key Stages 1 and 2. All groups of pupils make good progress from their starting points across the school. However, progress is more rapid in Year 2 and Year 6 because of stronger teaching.
- Pupils' attainment on entry to Key Stage 2 is overall below average, mainly because of the small minority of pupils who enter Years 1 and 2 with attainment that is significantly below average. However, the current school data shows that that pupils make good progress by the time they have leave school, with attainment showing a broadly average picture for English and mathematics by the end of Year 6.
- Pupils' attainment in school is affected by the high turnover of pupils. The progress of pupils who join at different times is not as good as that of their peers because of the disruption to their learning, and quite often their low starting points.
- Pupils make better progress in reading and writing than in mathematics. Pupils enjoy reading and are able to use their phonics (the links between letters and sounds) skills to read difficult and unfamiliar words. There are sufficient opportunities for pupils to write, and work in their books shows that they make good or better progress with their writing skills. However, in mathematics, pupils do not always have sufficient opportunities to develop their mathematical skills and understanding further across the curriculum and to work on solving practical and real-life problems.
- There are good opportunities in lessons for pupils to develop their listening and speaking skills and to build their vocabulary. This particularly helps pupils who speak English as an additional language to improve their English quickly. As a result, their progress and that of most minority ethnic pupils is similar to and sometimes better than that of other groups of learners.
- Children in the Early Years Foundation Stage start school with skills and knowledge at lower levels than is usually typical for their ages. They receive good care and support from adults who plan a range of interesting and engaging indoor and outdoor activities for children. The quality of teaching, including the leadership of teaching, and children's work has improved since the previous inspection. As a result, pupils make good progress across the Nursery and Reception classes. By the time they leave the Reception, the skills and knowledge levels of most of the children are broadly in line with those typically expected for their age.
- Senior leaders ensure that equal opportunities are promoted well in the school, particularly in relation to the achievement of different groups of pupils. The school has effective systems in place to regularly track and check the progress of individuals and different groups of pupils to identify those who are falling behind and need additional support. Overall, there are no significant differences in the progress of different ethnic groups and between boys and girls.
- Teachers and teaching assistants provide effective interventions for weaker learners through individual and small-group support. As a result, disabled pupils and those with special educational needs and those who are entitled to the pupil premium make similar progress to other pupils.
- The school has been successful in eliminating any gaps in attainment in all subjects between pupils entitled to the pupil premium and their peers at the end of Key Stage 1, and in reading and writing at the end of Key Stage 2. However, although the attainment gap for this group of pupils has been narrowed in mathematics at Key Stage 2, they are still about seven months behind their peers in this subject.

The quality of teaching is good

- Senior leaders have been relentless in bringing about improvements in the quality of teaching through a strong programme of support and training for both teachers and support staff. As a

result, the quality of teaching has improved and is good overall.

- Some of the strong features of teaching include good questioning skills to test and develop pupils' understanding, the effective use of teaching assistants to support the weaker learners and positive relationships in the classroom, with pupils eager to learn. However, more-able pupils are not consistently stretched in all lessons to enable them to reach their potential, with opportunities missed to give them challenging tasks early enough in lessons.
- The marking of pupils' work in books is not consistent throughout the school and does not always give them sufficient guidance on how they can improve their work further. Pupils are not always given the opportunity to respond to comments in teachers' marking to enable them to take responsibility to improve their own work and deepen their understanding.
- In some lessons teachers talk for too long, and this sometimes gets in the way of the flow of learning and limits opportunities for pupils to get on with learning by themselves and at their own pace quickly enough to produce as much work as possible by the end of the lesson.
- In the Early Years Foundation Stage there are a good range of activities, both indoors and outdoors, to promote children's independence and confidence. In a free flow activity in Reception, adults provided effective support to enable children to develop their counting and early writing skills through the use of phonics.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils engage well with each other in the classroom and around the school. They show respect for diversity and contribute and respond well to the positive climate for learning. Their class and year assemblies provide opportunities for them to sing together, consider how best to interact with each other and reflect on their achievements and achievements of others.
- Pupils enjoy their extra-curricular activities, particularly sports clubs. In a successful physical education lesson, the teacher and teaching assistant worked effectively with pupils to plan and execute a jump to develop pupils' coordination and balancing skills, with opportunities for them to evaluate each other's movements.

The behaviour and safety of pupils are good

- Pupils are friendly, courteous and respectful and behave well overall in lessons and around the school. Relationships are good and pupils engage well with each other and adults.
- Pupils display positive attitudes to their learning and they want to do well in lessons. However, in some lessons when they have to listen to teachers for too long, they occasionally become restless and lose concentration.
- Pupils say that behaviour is good overall and that the school teaches them how to keep themselves safe through learning about internet safety and fire and road safety. They know about the dangers of cyber-bullying and what to do if it should happen.
- Pupils from all backgrounds get on well with each other and pupils say that bullying and racist and homophobic behaviour are rare. They say that teachers act quickly to deal with any incidents of unacceptable behaviour. There have been no permanent exclusions and very few incidents of fixed-term exclusions over the last three years.
- Pupils enjoy the responsibilities they are given around the school, for example being members of the school council, house captains and acting as monitors around the school.
- The school's counselling service and family support advisers have a positive effect on improving pupils' behaviour and promoting safety.
- As a result of stronger links with parents and the work of the attendance officer and senior leaders on encouraging good attendance, attendance has improved and is now broadly average.
- The large majority of parents and carers who responded to the Parent View agree that behaviour and safety in the school are good.

The leadership and management are good

- The headteacher and leaders at all levels, including governors, are ambitious and have worked together coherently to bring about rapid improvements since the previous inspection. As a result, the quality of teaching is good overall and pupils make good progress from their starting points.
- Middle managers are increasingly involved in checking the quality of teaching, the progress pupils make across the school and the school's priorities for development. As a result, they know the school's main strengths and areas of weakness.
- Senior leaders have put in place rigorous systems to monitor the quality of teaching and learning and for staff training and development. Performance management of staff is robust and links strongly to pupils' progress and the school's main priorities for improvement.
- There is a strong link between teachers' progress on the upper pay scale and the quality of their teaching. In her drive to improve the quality of teaching, the headteacher has been successful with her actions in removing poor teaching.
- The curriculum has improved since the previous inspection and has enabled pupils to successfully develop the key skills of literacy and numeracy and make good progress with their learning. There are good examples of cross-curricular links, for example, in developing pupils' skills in putting forward arguments in writing in a science topic on adaptation. There are a range of effective interventions in place to enable pupils who are vulnerable to underachievement to make good progress. However, opportunities are sometimes missed to stretch the more able pupils.
- The school has plans in place for spending the primary sports funding. For example, the school plans to use sports coaches to deliver a range of after-school clubs and to provide training for teachers to enhance their skills in teaching physical education to promote pupils' healthy lifestyles and physical well-being. The school acts as a coordinating school for sports for many other schools across the borough, to develop and share good practice.
- There are effective links with parents and carers and this has had a good impact on improving attendance. The large majority of parents and carers who responded to the Parent View felt the school is well led and managed, as do nearly all of the staff responding to the staff questionnaire.
- The local authority has worked closely with senior leaders on strengthening the work of middle leaders and building capacity. As a result, leadership across the school has improved since the previous inspection.
- **The governance of the school:**
 - Governors know the school well, including its strengths and weaknesses. They know about the achievement of pupils and how the school is performing compared to similar schools and other schools nationally. They work closely with senior leaders on setting the strategic direction of the school and provide the appropriate support and challenge to bring about improvements. They allocate resources effectively to support pupils who are underachieving. They ensure the efficient management of financial resources and know how the pupil premium is spent and its impact on narrowing the gaps between eligible pupils and their peers, including how the sports funding is being used to promote pupils' physical well-being. Through the quality information they receive from the headteacher, they know about the quality of teaching in the school and how pay and promotion are linked to teachers' performance. They are keen to attend training to update their skills, for example on the use of performance data and safeguarding issues. All statutory duties are met, including arrangements for safeguarding.

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	101902
Local authority	Ealing
Inspection number	425537

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	729
Appropriate authority	The governing body
Chair	Martin Mallam
Headteacher	Sue Stanley
Date of previous school inspection	9–10 November 2011
Telephone number	020 8845 4181
Fax number	020 8845 2253
Email address	admin@willow-tree.ealing.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

