

Horsenden Primary School

Horsenden Lane North, Greenford, UB6 0PB

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders are successful in maintaining previous good achievement. They have improved the quality of teaching by effective monitoring and assisting teachers to improve their practice.
- All leaders, including governors, have a clear understanding of the school's strengths and areas for development and how to take improvement forward.
- Pupils typically behave well. They are right to say they feel safe in school. Their social, cultural, moral and spiritual development is well promoted and assists their understanding of their responsibilities in modern British democratic society.
- Teaching is good throughout the school and enables pupils to achieve well at all ages.
- Pupils make good progress in reading, writing and mathematics from below typical skill levels on entry to the Nursery. The most-able pupils and those with additional learning needs make equally good progress.
- Year 2 pupils reached above-average standards in 2013 and maintained similar levels in 2014. Pupils progress rapidly in Key Stage 2 and attain at least above-average standards.
- Provision in the Early Years Foundation Stage is good. Children make good progress. They make most rapid progress in personal and social development, particularly in the Nursery classes.
- Pupils receive a rich variety of learning opportunities, including Latin, French, cooking and swimming.

It is not yet outstanding because:

- In some lessons, teachers' and other adults' questions do not check pupils' understanding well enough or move learning on rapidly.
- Teachers' marking sometimes lacks guidance and, occasionally, pupils are not required to act on it.
- There are insufficient activities and equipment for play at break times.
- Leaders have not alleviated the concerns of a small minority of parents who find difficulty in engaging with the school.

Information about this inspection

- Inspectors observed teaching in all classes across the school. Four of these observed sessions were conducted jointly with senior leaders.
- A range of subjects were observed, including literacy, numeracy, physical education (PE), music, French, Latin and science. Both child-initiated and teacher-led sessions in the Early Years Foundation Stage were seen.
- Inspectors observed and talked to pupils both formally and informally around the school. They sought parents' views on site and considered the 169 responses to the Parent View survey. They also scrutinised responses to a staff questionnaire.
- Inspectors met representatives from the governing body and a representative from the local authority.
- The inspectors looked closely at data relating to the attainment and progress of pupils and scrutinised a range of documentation relating to safeguarding and behaviour. They looked at pupils' work in books, both in lessons and as a separate activity with senior leaders. This included work in books from the last academic year. They listened to pupils read.

Inspection team

Najoud Ensaff, Lead inspector	Additional Inspector
Milan Stevanovic	Additional Inspector
Carol Worthington	Additional Inspector
Tusha Chakroborti	Additional Inspector

Full report

Information about this school

- Horsenden Primary School is more than three times the size of the average-sized primary school.
- The numbers of pupils in the school have increased since the school was last inspected and further expansion is planned.
- A well-below average proportion of pupils are supported through the pupil premium, which is additional funding for those known to be eligible for free school meals and those in care.
- The proportion of disabled pupils and those who have special educational needs is below average at school action and school action plus levels, and for those who have statements of special educational needs.
- The large majority of pupils speak English as an additional language. Most pupils come from a wide range of minority ethnic backgrounds. Some pupils join the school other than at the usual times.
- The Early Years Foundation Stage provision is full time for children in Reception classes and part time for children in the Nursery classes.
- The school meets the current government floor standards, which are the national minimum standards for attainment and progress expected by Year 6.
- The school works in partnership with a children's centre located on site, but which is inspected separately and also with its neighbouring high school and other primary schools.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by ensuring that:
 - all teachers and other adults use questioning effectively so learning is always challenging and pupils' understanding is checked accurately
 - guidance in marked work is clear to pupils and they improve their work as directed.
- Strengthen leadership and management by:
 - extending the activities and equipment for play outdoors so pupils are positively engaged at all break times
 - strengthening links with the small minority of parents who find engaging with the school difficult, so that they feel more involved with their children's learning and are satisfied that any concerns have been addressed.

Inspection judgements

The leadership and management are good

- Leaders work effectively together to ensure that pupils behave and achieve well. They have been successful in maintaining the good overall effectiveness of the school. They have improved the accuracy of assessment in the Early Years Foundation Stage, as well as teaching across the school.
- Staff are fully committed to support the leaders' drive to help pupils achieve high standards and become responsible citizens in modern British society. Pupils' social, moral, spiritual and cultural development is well promoted through lessons and well-organised assemblies, which give much opportunity for reflection on key events. Pupils learn the responsibilities of citizenship in British democratic society.
- Leaders promote equal opportunity well with little difference between the achievement of pupils from the many different minority ethnic groups or with different abilities. Any differences in achievement have been largely eliminated. Discrimination is not tolerated. Governors demand regular briefing about any racist or homophobic incidents and call leaders rigorously to account for pupils' behaviour.
- Senior leaders' evaluations of school performance are accurate and used well to identify relevant priorities in the thorough school development plan. Middle leaders, including of early years provision, are effective in following through school priorities and vigorously support school initiatives. All share an accurate understanding of the school's strengths and priorities for development.
- All leaders monitor teaching effectively through lesson observations, analysis of pupils' work and regular meetings to review progress. Leaders' findings from monitoring are used to identify areas for improvement and appropriate training opportunities are provided for staff.
- Recent training on behaviour management has strengthened the school's systems. However, there is insufficient opportunity and equipment for pupils to make the most of outdoor play, which is unhelpful to good behaviour at break times.
- Leaders have the confidence of most parents. Individual parents commented effusively about the positive ethos of the school and its high standards. A small minority of parents who find difficulty in communicating with the school have individual concerns and are not happy with how their concerns are addressed. Leaders have not yet succeeded in persuading these parents that school requirements are important to their children's learning and behaviour.
- Leaders communicate with parents about pupils' progress and provide a monthly newsletter. There are established systems for leaders to respond to parents' concerns. Recent updates to the revised website mean that the channels that parents can use to raise concerns are clearly outlined, as is information about subjects. However, leaders are committed to ensuring that links strengthen with all parents so any concerns are addressed.
- The local authority's support for the school is helpful to improvement. In the last year, local authority support has focused successfully on improving self-evaluation processes, as well as the accuracy of assessment in writing and in the Reception classes, and in preparing for changes to the new National Curriculum.
- Strong partnership work between the school, a children's centre, a local high school and other primary schools has helped pupils' transition between different key stages. Partnership has also improved the accuracy of assessment in writing at the end of Key Stage 2, as well as improved the range of sports activities available for pupils.
- The curriculum is planned well and offers good balance and breadth of learning opportunities for all pupils. Pupils are offered a good range of additional subjects, including Latin, cooking and swimming.
- **The governance of the school:**
 - Governors know the main strengths and weaknesses in teaching and achievement at the school and drive it to improve. They have high aspirations for pupils and hold staff to account for pupils' achievement.
 - Governors ensure that pay progression links securely to teachers' performance in enabling pupils to achieve well. They know what the quality of teaching is, and what is done to reward good teaching and tackle underperformance. They use the management of staff performance effectively to improve its quality.
 - Governors ask searching questions of leaders on all aspects of school activity, for example the progress of the most able and the use of technology in mathematics. They are able to interpret information on pupils' attainment and progress to inform any challenge they make to leaders.
 - The governing body ensures that all additional funding is spent well so that it makes a big difference to pupils' learning. Governors make sure that sports funding is used effectively, for example, on training for staff, additional sports coaching and access to competitive sports. They ensure that it positively

benefits pupils through their increased participation and achievement in sports activities. Additional funding for disadvantaged pupils is also closely monitored to ensure it benefits the pupils for whom it is intended.

- Governors make sure that safeguarding requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Most pupils were seen playing happily together at lunchtimes and break times in a relatively small space. Pupils say that they get along well together.
- A few pupils said that occasionally there was a bit of 'rough play' at break times. The limited opportunities and equipment available for break-time activities are unhelpful to pupils' good behaviour and personal development.
- Pupils said that typically they are able to concentrate well in lessons and inspectors found that pupils' behaviour for learning was a particular strength at the school. Pupils' positive behaviour contributes much to their achievement in lessons and their enjoyment in learning.
- Pupils speak convincingly about what they had learnt of religions and cultures and about what it means to be members of a democratic society. Pupils as young as five were able to talk about the differences between right and wrong.
- Attendance of pupils is consistently above average. The school has improved the attendance of groups of pupils who previously did not attend as well as others.

Safety

- The work that the school does to keep pupils safe and secure is good.
- Pupils are supervised so that they are kept safe at breaks and lunchtimes, despite limited play equipment. The site is secure and pupils understand which areas they are allowed to enter and move around. Staff are trained in safeguarding, and checks on staff, governors and volunteers meet requirements.
- Pupils and children in the early years provision feel safe because there are teachers and friends to help them. They understand how to keep safe, for example in case of fire, when walking to school, when swimming and when using the internet. They understand about different types of bullying such as racist and homophobic bullying. They say that bullying is rare and that it is effectively handled by staff.
- The vast majority of parents who spoke to inspectors and who responded to the Parent View survey agree that behaviour in this very large school is good, and their children are safe and well looked after.

The quality of teaching is good

- Well-established classroom routines and positive working relationships with teachers support pupils' positive attitudes to learning. Consequently, they achieve well in all subjects, including reading, writing and mathematics.
- Teaching enables all pupils to achieve well, regardless of their backgrounds and needs. Disadvantaged pupils, disabled pupils and those who have special educational needs and the most able all make equally good progress.
- Teachers' expectations of what pupils can achieve are usually high. They plan learning effectively for all pupils. Classrooms are orderly and well organised. Pupils' work is celebrated in classroom displays and helpful guidance on learning is plentiful. Pupils respond well to the learning environment and say that they enjoy school and learning.
- Teaching in the early years provision is good. Children quickly learn classroom routines and achieve well.
- Teachers and other adults usually use questioning effectively to check on pupils' learning and deepen their understanding. This was seen in the good teaching of literacy and mathematics. In some lessons, questioning is less effective and teachers do not assess regularly enough how well pupils have learned what is intended. Consequently, progress is less secure in these situations.
- Teachers use technology and material resources well to motivate pupils and help them in their learning. For example, in Reception, an interactive whiteboard enabled children to see letters associated with

particular sounds and to practise shaping those letters. Similarly, in Key Stage 2 literacy, a video clip of Roman mysteries deepened pupils' understanding of the topic.

- Teachers mark pupils' work regularly. They praise achievements and provide helpful guidance so that pupils make good gains in their learning and understanding over time. However, comments are not always clear enough to move pupils on in their learning. Pupils do not consistently act on comments in marked work and, occasionally, teachers do not require pupils to act on the advice given. As a result, pupils are not yet making outstanding progress.
- Pupils respond to the good teaching they receive by bringing the right equipment and being ready to learn. They are keen to share their learning and are given good opportunities to discuss it.

The achievement of pupils

is good

- Children enter Nursery with skills which are below those typically found nationally. They make good progress across the Early Years Foundation Stage and Key Stage 1, reaching above-average standards by the end of Key Stage 2. Standards in 2014 were already impressive by Year 2.
- Over time, pupils' progress across different year groups, classes and subjects is good. Current school data and inspectors' observations for Key Stage 1 show that progress in reading and writing is particularly strong and a little ahead of that in mathematics.
- Pupils' scores in the phonics (letters and sounds) reading check in Year 1 indicate that pupils' skills are ahead of national expectations. The school provides additional support to help those in Year 2 whose skills are less well developed. Most pupils who inspectors heard reading were able to sound out words successfully and talk with interest about the books they were reading.
- Year 6 pupils attain standards which are above average in reading, writing and mathematics. Current standards in reading and mathematics are a little higher than in writing.
- In 2012 and 2013, Year 6 pupils made rapid progress. They left the school with skills which were much better than those of pupils nationally in mathematics. In 2014, overall, they left with standards which were above the latest available national comparison.
- The pupils supported through additional funding make good progress in line with that of their classmates. The attainment of disadvantaged pupils in Year 6 in 2014 improved on the results of the previous year, and the gap in attainment between these pupils and their peers reduced to no more than half a term in reading, writing and mathematics. Progress and attainment of disadvantaged pupils are at least in line with the performance of all pupils nationally. Currently, eligible pupils are maintaining these standards.
- Disabled pupils and those who have special educational needs make good progress with the additional support they receive. When adults do not use questioning well to check on learning, progress for a few of these pupils slows.
- The most-able pupils make good progress across both Key Stage 1 and Key Stage 2 and attain the higher levels in all subjects by Year 6. Current data held by the school indicate that their progress in reading is a little behind that in writing and mathematics, but action is already closing that gap.
- Pupils achieve well irrespective of their ethnic heritage. Pupils who speak English as an additional language attain standards which are higher than similar pupils nationally. They rapidly gain understanding of English and use it confidently, although some join the school later than most pupils.

The early years provision

is good

- Children enter Nursery with skills below those typically found, especially in personal, social and emotional development. They make good progress. The majority leave Reception with a good level of development ready for Year 1.
- Adults' skills are good, and have improved from local authority training and support. Achievement in Reception has improved from more accurate assessment and better teaching of phonics.
- Leadership is good. Leaders' analysis of children's progress has led to sharper focus on children's writing and number work and on the progress of those at an early stage of learning English. Consequently, progress has quickened. Leaders work well with the managers for Reception and Nursery, ensuring smooth transition between these year groups.
- Children have opportunities to develop skills indoors and outdoors, including: early writing and reading, recognising numbers and counting, physical skills, music, art and design. Children were seen using outdoor climbing frames and tricycles with good levels of control, balance and coordination.

- Children gain especially in social and personal skills through effective opportunities to work together with support from adults. Class routines ensure that Nursery children listen well, for example joining in a song about how to greet one another.
- Children’s work and progress are shown in the well-organised ‘learning journey’ records. These demonstrate regular assessment of children’s skills and good progress over time. Parents are effectively involved in their children’s learning through, for example, home visits and notes in ‘learning journeys’.
- A file of parents’ comments indicates that parents are extremely happy with the early years provision.
- Children move around safely inside and outside. Staff are properly trained in first aid and a log of accidents is maintained and shows positive action follows where necessary.

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	101901
Local authority	Ealing
Inspection number	448228

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	870
Appropriate authority	The governing body
Chair	Shital Manro
Headteacher	Elizabeth Walton
Date of previous school inspection	15 March 2010
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