

# West Drayton Primary School

Kingston Lane, West Drayton, Middlesex, UB7 9EA

**Inspection dates** 1–2 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher and the senior team have achieved their ambition to improve the school since the previous inspection. As a result, the quality of teaching and pupils' achievement are now good, and improving.
- The governors' contribution to leadership and management is effective. The governors share the headteacher's ambition for continuous improvement at West Drayton.
- The academic progress made by disabled pupils and those with special educational needs is a strength. This is due to the specialist teaching they receive, which meets their individual needs.
- Early years provision is good. As a result, the youngest children are making good progress in all areas of their learning.
- Pupils' behaviour in lessons and around the school is good. Pupils are proud to be a part of their school community.
- Families are encouraged to play a significant role in school life. They are supportive of the school and enjoy attending the many special events hosted by the pupils and staff.
- The school has developed an exciting curriculum. It places a strong emphasis on pupils' personal development in preparation for life in modern Britain. This supports West Drayton pupils to become self-confident, respectful and aware of others' views.
- Curriculum enrichment is a strength at the school. It offers breakfast, art, crafts and sports clubs. There are many opportunities for pupils to participate in local events and educational trips.
- Health and safety practice is outstanding due to the highly effective systems at the school. As a result, pupils say they feel very safe and their parents or carers agree.

### It is not yet an outstanding school because

- Pupils do not always make the rapid progress in mathematics learning that they achieve in reading and writing.
- In the early years provision, too few children exceed the expected stage of development in some areas.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 29 lessons and were accompanied by school leaders to jointly observe seven lessons.
- Inspectors observed pupils at many other times of the school day including during play and lunchtimes, at breakfast club and during a singing concert after school.
- Inspectors listened to pupils read in the Reception class and Year 2. They also held conversations with pupils from Years 3, 4, 5 and 6 to gain their views about their school.
- Meetings were held with the headteacher, deputy and other leaders with significant responsibilities, including the staff responsible for child protection, safeguarding and attendance.
- Inspectors took account of the 66 responses to Parent View, the online questionnaire for parents. They also spoke to parents at the start of the school day. The 38 responses to the staff questionnaire were also scrutinised.
- A meeting was held with three governors, including the Chair of Governors.
- Inspectors reviewed a range of the school's own documents including the action plan, summary of self-evaluation, checks on pupils' progress, teaching quality and staff performance.
- A telephone conversation was held with a representative from Hillingdon local authority.
- A range of work by pupils was considered, including their exercise books, work on display and the profiles for children in the early years provision.

## Inspection team

Kirstie Fulthorpe, Lead inspector

Her Majesty's Inspector

Mel Rose

Her Majesty's Inspector

Steve Nelson

Additional Inspector

## Full report

### Information about this school

- West Drayton is a larger-than-average primary school. The school has expanded since the previous inspection and there are now three Reception classes. New premises have been built to accommodate the school's growth over coming years. Currently, there are two classes in all other year groups.
- There are 60 places in the nursery and all children attend on a part-time basis. Children attend the Reception class full-time.
- Nearly two fifths of the pupils are eligible for the pupil premium. This is above the national average. The pupil premium is additional funding the school receives from the government to provide additional support for pupils looked after by the local authority or pupils known to be eligible for free school meals.
- The proportion of pupils attending from a range of minority ethnic groups is high compared to the national average. The main groups are from a White British or Indian heritage.
- Just over half the pupils speak English as an additional language and, of these, many join the school with little or no spoken English.
- The proportion of disabled pupils or those who have special educational needs is well above the national average.
- The school meets the government's floor standards, which set out the minimum expectation for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Improve the progress pupils make in mathematics lessons by:
  - ensuring teachers provide ambitious work that consistently challenges pupils' mathematical ability
  - providing pupils with opportunities to use and apply their mathematical learning in other subjects.
- Secure faster progress for the most able children in the early years provision so they can exceed the expected stages of development in their learning.

## Inspection judgements

### The leadership and management are good

- The headteacher has taken decisive action to secure improvements since the previous inspection. This has effectively secured typically good quality teaching and academic achievement across the school.
  - A stable and dedicated staff team has been created. The staff are unreservedly positive about the work of the school and committed to the vision for continuous improvement.
  - The senior team monitors staff performance carefully. The members use the information to set targets for teachers and to plan professional development. Both focus on improving teaching practice and outcomes for the pupils.
  - Leaders monitor the progress pupils make frequently and forensically. This information is used to make sure the right support is put in place at the right time to prevent any pupils falling behind. All pupils are now making good or better progress at the school.
  - The role of subject, phase and year group leaders has been developed effectively by senior staff. They check pupils' progress in their area of expertise then share their priorities for improvement at weekly meetings. This helps teachers to make sure the activities provided match the pupils' needs.
  - Leaders have created an exciting curriculum. It provides memorable experiences for pupils due to the good range of educational visits and trips. As an example, the school organised a mobile farm to set up in the grounds so pupils could learn about how to care for animals. Inspectors observed pupils who were captivated by the experience and saw that those pupils who had never been to a farm before were making rapid gains in their understanding.
  - Pupils are prepared well for life in modern Britain because their spiritual, moral, social and cultural development is central to the curriculum and school life. Assemblies provide an opportunity for pupils to reflect and often include guest speakers or visitors, including leaders from different faiths. This ensures that pupils develop a good awareness of others' views. Pupils are also encouraged to be responsible and resourceful. As an example, the school council set an ambitious target to raise £2,000 this year in support of their chosen charities. The prominent hall display celebrating their achievements shows pupils are well on their way to achieving this. When pupils work together or help others they are highly commended by the school. This develops their self-confidence and the strong sense of mutual respect and trust at the school.
  - Pupils learn to play a range of musical instruments and know about the work of artists through their participation in arts projects. The school's choir regularly performs and was observed by inspectors confidently enjoying singing to a large audience of West Drayton friends and families.
  - Work with the community is a strength at the school. Parents and carers are kept well informed about the progress their children make and are invited to school for an extensive range of events, including family learning opportunities. This creates a strong and determined school community that the pupils say they are proud to be a part of.
  - Effective use of the pupil premium funding promotes equality of opportunity at West Drayton by ensuring disadvantaged pupils achieve well. It also enables some pupils to access additional activities after school or learning support to make sure they are able to catch up if necessary.
  - The school has used the additional sport funding to offer a good range of sporting opportunities for the pupils. Lessons are taught by specialists, who also provide clubs after school. These are well attended and encourage mixed teams of boys and girls. The school's participation in competitive events has increased and outcomes improved. For example, the school cricket team was placed second in a local authority tournament. The additional money has also been used to extend the range of equipment available to the pupils at play and lunch times to promote pupils' activity throughout the day.
  - Arrangements for safeguarding pupils are thorough and monitored carefully by senior staff and the governors to make sure pupils are safe. Training to protect children is regular and relevant. The most recent training focused staff on spotting any signs of extremist views, behaviour or dangers relating to radicalisation.
  - The local authority has provided good support for the school since the previous inspection. This has been particularly effective in improving governance and the capacity of the senior leaders to sustain improvements.
- **The governance of the school:**
- Since the previous inspection, governors have commissioned an external review and worked well with the local authority and a National Leader of Governance to improve their effectiveness. This has positively influenced the way they organise themselves so that governors' work is focused on pupils'

achievement, safety and well-being.

- Since the previous inspection, governors have also effectively supported the headteacher to tackle any staff underperformance and to also reward staff as appropriate.
- Governors know the school well. This enables them to provide support and challenge for the leaders. They are clear about the school's strengths and areas for development over the coming years.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good. Pupils' attitudes towards learning are positive and this enables pupils to focus well in lessons and make good progress. Some observations revealed that pupils are continuously challenged to further improve their work or extend their thinking. This leads to exceptional progress. Very occasionally, however, a few pupils lose concentration in lessons and this slows their progress.
- Pupils participate in class reflection every Friday, to consider their achievements and ways they intend to improve their learning ready for the new week. Pupils told inspectors this really helped them to *'get better at everything'* and for some pupils this was a weekly highlight.
- Staff throughout the school form effective relationships with pupils. At breakfast club and lunchtimes adults play with pupils. There are clear routines so pupils know what is expected and follow the school's code for behaviour. This creates a calm, orderly and productive learning environment for everyone. As a result, pupils say they feel well supported and parents agree that behaviour is good. One parent was keen to explain to an inspector that where concerns are raised these are dealt with very quickly by the school.
- Pupils have a good awareness of right and wrong. They know about the many different forms of bullying and say it is very rare in their school. Some pupils designed the *'Peace Plan'* for their school. This provides four clear steps for pupils to follow if they experience any problems. The plan is displayed across the school and used by the pupils to help them resolve any misunderstandings or conflict.
- Pupils are encouraged to adopt leadership roles. These include representing their class on the school council. Pupils have also contributed to the school's improvement work by deciding to focus on developing pride. They presented a plan to leaders about ensuring all pupils wore their uniform. As a group, they monitored change and celebrated their success, which is demonstrated by the vast majority of pupils who now come to school in uniform every day.
- Significant work to improve attendance has been led by a dedicated welfare officer. This has reduced absence, which is still improving and now close to the national level. Intensive work to support some families with better attendance has been beneficial for pupils who have been persistently absent in the past. They are now coming to school more regularly and making better progress as a result.

### Safety

- The school's work to keep pupils safe is outstanding. This view is overwhelmingly supported by parents and pupils, who say they feel extremely safe. Safeguarding practice is monitored carefully and on a regular basis by leaders and governors to make sure it is effective and meets the school's expectations.
- Pupils have a strong awareness about their right to be safe. They demonstrate a thorough understanding about keeping themselves safe in and beyond school. When they use the internet they know about the potential hazards, including cyber bullying. This is due to the effective teaching they receive at school.
- The curriculum includes teaching about safety in lessons and regularly during assemblies. During the inspection, a visitor from the National Society for the Prevention of Cruelty to Children (NSPCC) came to talk in assembly about staying safe. When they were introduced to the telephone number for *'Childline'*, nearly all the pupils raised their hands to show they were familiar with this telephone number and the support available to them due to it.
- All staff implement the schools' comprehensive policies, procedures and practice to keep pupils safe. This includes detailed checks to ensure pupils are kept safe at all times, including when they attend educational visits, at playtimes or in the early years provision.
- Pupils are fully aware of the different forms of bullying. They say it is very rare at their school but in the event anyone is unkind, pupils say teachers pick up on this very quickly because it is not tolerated at West Drayton. However, pupils say they try to resolve issues themselves using their *'Peace Plan'*.
- All staff and governors receive relevant and regular training that is in line with the most recent guidance including *'Keeping Children Safe in Education'*. Safer recruitment is practised and governors training is kept refreshed in this aspect.

## The quality of teaching

is good

- The quality of teaching has improved since the previous inspection. It secures good progress for pupils, including the most able in Key Stages 1 and 2. There are some examples of outstanding teaching that accelerates pupils' progress. Pupils are clear about their personal targets, so they know precisely what to improve next. Teachers also consistently check and challenge pupils' learning throughout the lesson. This is a strong feature in literacy teaching across the school.
- Teachers assess the progress their pupils make every term in reading, writing, spelling, grammar and mathematics. They use this information to plan topics, lessons and activities. The school staff work hard to make sure these assessments are accurate. In doing so, they compare their findings with teachers in other schools too. As a result, assessment practice is accurate and thorough.
- Effective, daily teaching for the younger children about the sounds that letters make (phonics) is supporting them to progress well with their early reading and writing. As pupils move through the school, they become confident, fluent readers. This is due to the teaching they receive to develop their comprehension and interest in literature. As an example, all pupils visit the school library every week. This encourages them to read for pleasure and choose from the wide range of information books and fiction available to them.
- Teaching across the school ensures pupils read and write often. The work seen in books and on display shows their ability to use grammar, punctuation and correct spelling when they write in other subjects.
- Teaching in mathematics is securing good learning and progress for pupils. The curriculum provides some opportunities for pupils to use their mathematical skills, knowledge and understanding in other subjects, but this is not a consistent feature across the school. More pupils need greater challenge in mathematics lessons. They are not all aware of their personal targets, which are set by the teachers to help them make faster progress.
- Specialist teaching and provision for pupils who are disabled or who have a special educational needs ensure these pupils make very good progress.
- Teachers regularly mark their pupils' work. Sometimes, rapid pupil progress is seen due to the teachers' comments, which explain clearly what has been achieved or give examples to support further improvements. This approach was seen to be particularly effective in pupils' literacy books.
- There is a dedicated and skilled team of assistants who support learning across the school. They make a valuable contribution to pupils' learning by providing effective, additional support in lessons or to small groups, including for pupils with speech & language difficulties or who have English as an additional language.

## The achievement of pupils

is good

- The vast majority of children enter the Early Years Foundation Stage with skills and knowledge below those typical for their age in all areas of learning. Due to the effective provision, children are now making good progress. The proportion of children who achieve a good level of development has risen significantly and is now in line with the national average.
- Rates of pupil progress in reading, writing and mathematics across the school are good, and sometimes exceptional. As a result, West Drayton pupils are well prepared for the next stage of their education at secondary school.
- Disabled pupils and those who have special educational needs also make good progress due to the good quality teaching they receive from specialists on an individual basis or in small groups.
- This year, the Key Stage 1 outcomes are predicted to meet the national averages, including for the most able pupils. This is reflected in the work seen in pupils' exercise books and the school's own assessment information. In 2014, the proportion of pupils achieving the expected level in the Year 1 phonic screening test rose to above the national average. These outcomes are set to improve again this year.
- The school's assessment information predicts that, this year, outcomes for Year 6 pupils will continue to meet or exceed the national average in reading, writing and mathematics. This is also the case for the most able pupils in reaching the higher levels. Despite predicting a slight dip in mathematics results, the school's assessment information shows the outcomes will remain above the national average.
- Pupils' attainment in the grammar, spelling and punctuation test at the end of Year 6 is high compared to the national average, and improving. Pupils' work in other year groups shows this is a strength across the school in literacy and other subjects.
- Disadvantaged pupils make good progress. The legacy of their underachievement has been addressed successfully. In previous years, their attainment in reading, writing and mathematics was at least two terms behind that of disadvantaged pupils nationally. Last year, these gaps closed significantly. Current work in books and the school's own assessment information indicate this trend has been sustained during

2015.

- The school's assessment information for other year groups shows pupils make good progress in all subjects and, in some cases, exceptional progress in reading and writing. Any gaps between disadvantaged pupils and their peers are closing rapidly or have closed. Pupils who have English as an additional language also make good progress, including those who join with little or no English.

### **The early years provision**

**is good**

- Leadership of the early year's provision is good. This has brought about significant improvements to the children's outcomes since the previous inspection. As a result, the proportion of children achieving a good level of development is now in line with the national average.
- Most of the children start the Nursery or Reception class with skills and knowledge below those typical for their age in all areas of learning. They make good progress due to the support they receive. As an example, daily phonics teaching in small groups enables children to make good gains in their early reading and writing skills.
- Leaders organise effective training and development for all staff, including sharing teaching practice with other schools. This has been an important feature in developing the good provision.
- Staff have established helpful routines that enable the children to behave well, follow instructions and enjoy independence in their learning. When children play alongside each other, there are few disagreements.
- Teachers make careful assessments about children's progress. They record their observations alongside the children's work in their individual learning journals. This information is used to plan interesting activities. As an example, during a project about underwater worlds, the staff noticed a group of children developing a keen interest in sharks. They were able to build on this interest by incorporating more learning about sharks. They captured the children's imaginations by providing engaging books, activities and opportunities. The children went on to write down their own information about sharks.
- Some of the most able children do exceed the expected stage of development in some aspects of their learning, but these outcomes are lower than national averages. School leaders recognise this is an area for development.
- Disabled pupils and those with a special educational needs make rapid progress due to intensive support and work with their families and other agencies. The children who start school with little or no English also make good progress because they are carefully supported to play and learn alongside their friends.
- The staff team works hard to form strong partnerships with children's families so they can support learning at home. This relationship begins before the children start school, when parents and carers visit with their children and the staff undertakes home visits. As a result, children settle in quickly when they join the school.
- Staff routinely check the environment to make sure it is safe and secure. The learning spaces engage and excite children because they provide a good range of games, toys and equipment. The children particularly enjoy choosing books to read and using the wide range of resources available to develop their writing and drawing. They enjoy the many experiences provided outdoors, including exploring the range of opportunities set up to support their physical development.

## 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.
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## School details

<b>Unique reference number</b>	102398
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	454770
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	510
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Harinder Kang
<b>Headteacher</b>	Richard Yates
<b>Date of previous school inspection</b>	6–7 June 2013
<b>Telephone number</b>	01895 442904
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