

18 January 2016

Ms Katarine Deeks
Interim Headteacher
Paddington Green Primary School
Park Place Villas
London
W2 1SP

Dear Ms Deeks

No formal designation monitoring inspection of Paddington Green Primary School
Following my visit to your school on 15 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the school.

Evidence

The inspector considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

Paddington Green is larger than the average-sized primary school, with 334 pupils on roll. There has been a fall in the number of pupils over recent years. A high proportion of pupils join and leave the school at different times of the year. The large majority of pupils are from minority ethnic backgrounds, particularly those from Kurdish and Arab heritages. The proportion of pupils who speak English as an additional language is well above average. Nearly two thirds are eligible for the pupil

premium grant which is used to support those from disadvantaged backgrounds. The proportion of pupils with special educational needs is above average.

Personal development, behaviour and welfare

Leaders, staff and governors have successfully maintained the good standards of behaviour and attitudes identified at the inspection in July 2012. Throughout this unannounced visit, staff managed behaviour effectively. Pupils have positive attitudes to their learning and cooperate well with one another. These attitudes are promoted well by adults who establish very respectful relationships with pupils. The school is very inclusive and it provides highly effective care and support to all pupils. Parents greatly appreciate what the school does for their children and nearly all say that behaviour across the school is good and has improved considerably in the last year.

Pupils' arrival to school at the beginning of the day is well ordered and safe. Staff are welcoming and supervise and guide pupils efficiently into classrooms. This sets a calm and positive tone for the day and, as a result, pupils are ready to learn. The small number of pupils who arrive late are checked by a member of staff in the reception area. Pupils receive yellow or red cards depending on how late they are. Senior staff monitor lateness records very thoroughly and swift action is taken to improve punctuality. This ranges from letters to parents and home visits to providing pupils with alarm clocks and wake-up text messages. Lateness has reduced this term but it remains a priority for the school.

In classrooms visited during the inspection, adults managed pupils' behaviour well. Warm and supportive relationships help pupils to engage and enjoy their learning. Clear routines set consistently high expectations for pupils' behaviour, allowing them to learn without disruption. For example, pupils in Year 5 listened with respect to others and readily discussed their feelings. In another class, pupils worked very well to write a story, taking turns to suggest ideas. In discussion with the inspector, a few pupils felt that a small minority disrupt their learning. The school's records show that this was mostly confined to one year group in the previous academic year where teachers subsequently resigned. Leaders have a clear strategy to mitigate the adverse impact on pupils' learning. However, it is too early to judge the effectiveness of this action.

The management of behaviour at break time and for assemblies is very good. Moving from classrooms to the hall for the Key Stage 1 assembly was extremely well managed by adults. Pupils' exemplary behaviour added significantly to the calm and engaging atmosphere of the occasion. The Key Stage 2 assembly held pupils' concentration very successfully, with a story about slavery. In both assemblies, adults' high expectations and involvement resulted in very positive attitudes. A group of Key Stage 2 pupils explained that they enjoy assemblies very much, especially on Tuesdays, when it is story time. At break time, pupils played together well and showed respect and care for others. The playground is very well supervised and adults engage proactively with pupils ensuring that any potential tensions are 'nipped in the bud'.

Behaviour at lunchtime is generally managed well but not as effectively as it is at break time. This is because midday staff lack some of the expertise in managing

behaviour. They do not always intervene appropriately to prevent silly behaviour especially among younger pupils.

The school is committed to supporting pupils with additional needs and providing them with a high-quality education. It has detailed and effective systems to help pupils who are vulnerable, or have complex needs, to manage their behaviour. These pupils are supported well by the school and specialists from the local authority or visiting professionals, such as therapists. A thorough analysis of pupils' needs and patterns of behaviour has identified those who are at risk of being disruptive but are missed because they do not have complex needs. Staff use a variety of successful methods to help pupils improve their behaviour, including talking to them to explore the consequences of poor behaviour. As a result, the number of pupils excluded from school has halved in each of the last two years. Nevertheless, leaders acknowledge that behaviour remains a priority. Middle and senior leaders are currently completing a revision of the school's behaviour policy to ensure that agreed strategies are applied consistently by all staff.

Leaders have taken robust action to improve attendance and reduce persistent absence. While it remains below average, it has improved. For example, attendance for last term was 94%, compared with 92.9% for the previous term. Persistent absence fluctuates but shows a steady reduction from year to year. Figures are adversely influenced by a small number of pupils with serious medical conditions who are unable to attend school. Leaders monitor attendance carefully and use the information effectively to take appropriate action. Parents are contacted quickly and the school works with them to improve their children's attendance. If a pupil's attendance fails to improve, leaders use a range of strategies including written contracts and, if necessary, penalty notices. Despite improvements, leaders and governors are clear that promoting high attendance continues to be of the highest priority.

Governors have a good understanding of behaviour and safety because they receive good information from the school and verify this by regular visits and checks. For example, the Chair of the Governing Body has carried a very thorough and detailed review of behaviour and safety. In addition, the local authority has reviewed health and safety and safeguarding procedures. Leaders and governors have used the reviews effectively to identify weaknesses. A second special educational needs coordinator has been appointed to reduce fixed-term exclusions with specific focus on behaviour, and to support those pupils who find behaviour difficult. This is having a positive impact on improving behaviour. Pupils reported that the school has 'helped them to calm down', with one stating, 'I will just turn away next time.'

Leaders and governors take a strong stand on bullying. There is a clear anti-bullying policy and pupils explained how anti-bullying week has a distinct impact on how pupils treat each other. They said that bullying is rare and are confident that any incidents will be dealt swiftly by the school. Pupils are clear about how to keep themselves safe, for example when using the internet or in the playground. All those to whom I spoke were in no doubt that they feel safe in school.

Priorities for further improvement

- Improve the management of behaviour in the playground at lunchtime to ensure that it is as good as that during break time.
- Monitor the impact of the new behaviour policy to ensure that it is implemented consistently by all staff, and that behaviour improves further.
- Improve attendance and reduce absence further, ensuring that both remain a priority.

I am copying this letter to the Director of Children's Services for Westminster City Council, the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Brian Oppenheim
Ofsted Inspector