

Paddington Green Primary School

Inspection report

Unique Reference Number	101108
Local Authority	Westminster
Inspection number	276451
Inspection dates	22–23 March 2006
Reporting inspector	Linda McGill

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 on roll	
School	
Appropriate authority	The governing body
Chair	Ms Jane Withey Mrs Christine Elmer
Date of previous school inspection	Not previously inspected
School address	Park Place Villas London W2 1SP
Telephone number	02076414122
Fax number	02076414181

Age group	3–11
Inspection dates	22–23 March 2006
Inspection number	276451

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Paddington Green Primary School operates in challenging circumstances. It is situated in a bustling inner-city area. The 385 pupils come from a wide range of ethnic backgrounds and almost all are learning English as an additional language. About one fifth of the pupils are from refugee families. Two thirds of the pupils are eligible for free school meals; the socio-economic circumstances of many families are not favourable. Many pupils leave and join the school throughout the year. The proportion of pupils who have learning difficulties and those who have a statement of special educational need is greater than that found nationally. When the pupils start school, their skills and abilities are much lower than those expected of three-year-olds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

- * Continue to work to increase the amount of good teaching, in order to speed up progress and raise standards.
- * Take steps to restore parents' confidence in the school and its achievements.
- * Continue to improve attendance.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are satisfactory. The headteacher and senior staff, with good support from the local authority, are bringing about rapid improvements. Teachers are being helped to make better use of assessment data to ensure that tasks in lessons match pupils' needs. This is enabling the school to eradicate the legacy of underachievement and raise standards in English, mathematics and science.

In the Foundation Stage, the teachers provide interesting activities that cover all the areas of learning. The procedures for checking how well children are doing are satisfactory and are helping teachers provide for children's individual needs.

There is usually a good working atmosphere in lessons and pupils are motivated and eager to please. They listen well and work hard. Most teachers are skilful at using questions to probe pupils' understanding and extend their learning. In the best lessons, teachers reinforce new vocabulary and encourage pupils to use new words and phrases to explain their ideas. On some occasions, however, the way learning is planned or managed does not fully engage all pupils within the class and progress slows.

Teachers generally make clear to the pupils what they want them to learn, but in some instances they do not distinguish sufficiently between what is to be learnt and what is to be done. Most pupils are aware of how well they are learning and can often explain what they must do to improve their work. However, the involvement of pupils in assessing their own learning is at an early stage of development. Displays of work around the school enrich learning as well as celebrate the pupils' achievements. These displays also do much to disguise the shabby state of repair of the building.

Curriculum and other activities

Grade:

The curriculum is satisfactory. An overall plan makes sure that national requirements are met and topics are covered in sufficient breadth and depth. The school acknowledges, however,

that further development is needed in order to exploit fully cross-curricular links, make the most of information and communication technology, and build in regular opportunities to enrich and enliven the pupils' experiences. There is a suitable range of activities available for pupils at lunch times and after school including a well attended after-school club, orchestra and gardening club. The pupils are taken on educational visits which help bring learning to life.

Care, guidance and support

Grade:

The care, guidance and support given to pupils are good. Despite their misgivings about behaviour, most parents feel their children are well cared for and safe. Pupils who have difficulties in managing their behaviour, or who prefer to play quietly, take part in supervised activities indoors at break times, which meet their needs well. The school liaises very effectively with external agencies to provide guidance and support for vulnerable pupils and those who have emotional and social difficulties, and to promote better attendance. The school also offers good support to families. Procedures to ensure the health and safety of pupils, including risk assessments, are satisfactory. Pupils who have learning difficulties and disabilities receive good support from classroom assistants. Pupils' attainment is carefully tracked and the school now takes a strong interest in supporting the pupils' academic progress as well as their welfare.

Leadership and management

Grade:

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Text from letter to pupils explaining the findings of the inspection

Children

Thank you very much for making me, Mr Earish and Mr Howe so welcome when we inspected your school recently. We enjoyed meeting you, your teachers and some of your parents, talking to some of you and watching you at work and play throughout the day. Here are the main things that we found:

- your new headteacher and all of the teachers and staff are working hard to make Paddington Green a school where you all make good progress and are successful in your learning
- you usually behave well, work hard in lessons and do your best
- the teachers and assistants look after you well and keep you safe

The school is going to make sure that things continue to get even better, and will keep your parents fully informed about improvements. It is also very important that you play your part by coming to school as often as you can.

Wishing you every success in the future,

Linda McGill HMI

Lead Inspector