



West Twyford Primary School

Inspection Report

Unique Reference Number 101875
LEA Ealing LEA
Inspection number 276606
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Linda McGill HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Twyford Abbey Road
School category	Community		London
Age range of pupils	3 to 11		NW10 7DN
Gender of pupils	Mixed	Telephone number	02089656858
Number on roll	218	Fax number	02089631883
Appropriate authority	The governing body	Chair of governors	Mr. Phil Raynsford
Date of previous inspection	29 November 1999	Headteacher	Mr Richard Rodgers

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Introduction

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

Description of the school

West Twyford Primary School is situated on the edge of the London Borough of Ealing. The 218 pupils come from the neighbourhood which comprises a mix of local authority and private housing. Many pupils join or leave the school at different times through the year. The proportion of pupils entitled to free school meals is just above that found nationally. Fewer pupils than average have special educational needs, although this is more than at the last inspection. The school has both a wide ethnic mix and a range of languages is spoken at home. Many pupils are in the early stages of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

West Twyford is an effective school with some significant strengths. The school views its performance and effectiveness as good, overall, and inspectors agree. The school gives good value for money. The pupils' progress in lessons is satisfactory and is improving, but the teachers have not used information about the pupils' attainment and progress well enough to ensure that everyone makes progress at the expected rate over their time in the junior classes. This has led to standards at the end of Year 6 which are lower than they should be, taking the pupils' attainment at the age of seven into account. The pupils made slower progress in mathematics than other subjects. The school does particularly well in promoting the pupils' personal development and well being; provision is outstanding. The care and respect which is shared among pupils and staff is exemplary; the school promotes a strong sense of belonging and fulfils its aims of being a school where children come first. The quality of teaching is satisfactory with many good features. The teachers know their pupils well and are keen for them to do their best. The teaching and provision for pupils who have learning difficulties are good. This is also true for pupils learning English as an additional language. Good teaching and provision in the nursery and Reception classes helps the youngest pupils make good progress and to make up ground from their low starting points. There have been significant improvements in the school's leadership and management since the last inspection. The headteacher's quietly determined approach is helping the school to continue to move forward. The school's self-evaluation procedures are thorough and generally accurate, but are too detailed and the plan for improvement has too few readily measurable means of judging success. The governing body is strongly led and effective in its work. Overall, good improvement has been made and there is good capacity for further improvement.

What the school should do to improve further

The school should: * make sure pupils make progress at least at the expected rate in the junior classes, especially in mathematics * simplify procedures for evaluating the school's work * include ways of measuring success in plans for improvement.

Achievement and standards

Grade: 3

By the age of seven, about three quarters of the pupils reach the expected standards in reading, writing and mathematics, which is below average. By the age of eleven, the number of pupils who reach the expected standards is broadly average, but few pupils reach higher levels of attainment. Although there have been some improvements in standards over time, such as in reading, the overall trend has been static. Many pupils start school with below average skills and knowledge but they make a good start in the Foundation Stage and infant classes and make up lost ground, although some do not attain the expected standards. The rate of progress has been slower in the junior classes, especially in mathematics. The school knows that in the past it has not helped

some pupils to achieve the standards of which they are capable and is taking effective steps to tackle this. The school has set appropriately ambitious targets for improving the rate at which pupils learn. In all classes, pupils who are learning English or those who have special educational needs make good progress towards their targets. The provision is effective because these groups of pupils have their needs carefully identified, are fully included in lessons and their teachers know the next steps they need to take.

Personal development and well-being

Grade: 1

The pupils' personal development is outstanding. The school expects exemplary behaviour from the pupils, who respond well. Their attitudes and behaviour towards others are excellent. High levels of respect are clearly evident. The strong emphasis on fostering personal and social skills starts in the nursery and Reception classes where routines are established and rules are effectively and sensitively introduced. The school provides thought-provoking assemblies that contribute well to the pupils' spiritual, moral, social and cultural development. Incidents of bullying or inappropriate behaviour are rare, but are quickly and sensitively dealt with. Attendance is good. The pupils are enthusiastic about coming to school and enjoy their education within a very safe and secure environment. At break times, the pupils play safely and are aware of others' needs. Home-cooked lunches and a good emphasis on physical activities encourage the children to adopt a healthy lifestyle. Induction procedures for the youngest pupils are good and this helps them settle in quickly. All pupils are helped to make effective contributions to school life. There is a strong sense of belonging and the pupils speak extremely positively about their experiences. Older pupils are proud of the way that they help new arrivals to the school. They also respond well to opportunities to take responsibility. The school seeks and values the views of its pupils. For example, the recent refurbishment of the toilets was a direct result of responding to the views of pupils.

Quality of provision

Teaching and learning

Grade: 3

Inspection findings and the school's own lesson observations confirm that teaching, overall, is satisfactory. Many lessons are well taught and over half are good but there are some important aspects that are not developed as well as they should be. For example, the teachers are keen for their pupils to achieve their best, but have not used information about their attainment and progress well enough to make sure that everyone makes sufficient progress over time. Nevertheless, the use of assessment information has improved recently with a sharper focus on the expectations for individual pupils. The teachers plan their lessons well and make good use of a wide range of resources, including computer technology. They take good account of the pupils' needs and plan suitably challenging tasks. They make sure that support staff

understand what they have to do. During lessons, there is a calm and purposeful working atmosphere. However, some lessons lack pace and the pupils can take too long to start work. The teachers' clear explanations make sure that the pupils understand what they are learning and what they have to do and this, together with the pupils' willingness to learn, means that progress in lessons is improving.

Curriculum and other activities

Grade: 2

The school's curriculum is balanced and varied. It takes full account of the National Curriculum and the pupils' different religious and cultural backgrounds and promotes healthy eating and lifestyles. Well chosen projects that link subjects together help pupils to make good progress in their knowledge, skills and understanding. The pupils benefit from a wide range of activities which enrich and enhance the curriculum. The school is rightly proud of the many opportunities it gives pupils to take part in performances, class assemblies and competitions, and to learn from the many visiting speakers and visits that they make.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. Staff have the pupils' welfare at heart; they know them well and are sensitive to individual needs. Adults provide effective guidance in the way they deal with others and the pupils respond well, as shown in how they respect and care for others and their very good behaviour. Child protection procedures are clear, well established and health and safety policies are rigorously followed. A good example of how the school cares for its pupils is shown in the way that pupils who join the school at different times throughout the year are helped to settle in quickly and happily, and start learning alongside their new classmates. A thorough assessment of their needs is carried out, and they are helped to learn English effectively. Pupils who have special educational needs are fully included in lessons and all aspects of school life. The school works well in partnership with other agencies to make sure that each pupil receives appropriate support. Parents are kept well informed of their children's progress and are encouraged to help them learn at home.

Leadership and management

Grade: 2

The previous inspection report identified many areas for improvement in leadership and management. Good progress has been made. Systems and structures are now in place, monitoring and self-evaluation procedures have improved and the school's aims and values are clear. The impact is evident in the school's growing knowledge of its strengths and weaknesses. Self-evaluation procedures are thorough and generally accurate, but too detailed, and the plan for improvement has too few readily measurable means of judging success. The headteacher, whose quiet determination and good knowledge of the staff has helped bring about change, is an effective leader who is

given good support by his deputy headteacher. The school is well placed to improve further. Staff and pupils know and share the school's aims and values and embody many of them in their everyday lives. The school has successfully maintained its traditions but has also been innovative, for example, in the use of technology in working with gifted and talented pupils. Since the last inspection, the governing body has improved its work significantly. The chairman has guided governors well towards developing their strategic role and in holding the school to account. Governors support the school well and are proud of its achievements. Parents' views of the school's work are sought and significant matters are acted upon; for example, in a clarification of the school's policy and practice on homework.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me and my colleague to your school on the 14th and 15th of September. We enjoyed spending time with you, your teachers and the other people who work with you, finding out about the good things that your school does and helping the teachers find things they can do even better. When you spoke to us, it was clear that you are happy to come to school, enjoy your lessons and are proud of being pupils in West Twyford Primary School.

We feel that your school gives you a good start to your education. One of the things that your school does really well is to care for you and help you learn how to look after others and to behave in the right ways. We were impressed by your very good behaviour and the fact that most of you come to school almost every day. The teachers know you all very well and you usually try your best in lessons. The teachers make lessons interesting and make sure that you understand what you are learning about. We have asked the teachers to give you harder work in some lessons, especially in mathematics, so that you all make as much progress as you can, and we are sure that you will rise to this challenge.

You have a lot of interesting things to do as well as your lessons. Lots of different activities, visits and visitors help to make learning more enjoyable for you. We have also asked your teachers to make sure that they get even better at checking how well the school is doing, and knowing exactly what they need to do next. Thank you again for the warm welcome you gave us.