



# Allenby Primary School

## Inspection Report

**Unique Reference Number** 101891  
**LEA** Ealing LEA  
**Inspection number** 276610  
**Inspection dates** 17 January 2006 to 18 January 2006  
**Reporting inspector** Mary Summers AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Allenby Road
<b>School category</b>	Community		Southall
<b>Age range of pupils</b>	5 to 11		UB1 2HX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02085786636
<b>Number on roll</b>	227	<b>Fax number</b>	02085782232
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Daljit Sehmbi
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Ms Gillian Borg

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 17 January 2006 - 18 January 2006	<b>Inspection number</b> 276610
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This average sized primary school serves an area of significant disadvantage, within one of the most deprived areas of Ealing. Children represent a wide range of minority ethnic backgrounds. The largest group is Indian and there are significant numbers of Pakistani and black African children, including a growing number from refugee families. Many are in the early stages of learning English. Overall, about two thirds speak English as an additional language. A high number of children start or leave the school mid way through the year. The school changed from a nursery and infant school to a primary in 2003. Currently, the eldest class is of Year 5 children. The school includes a specialist unit for children with severe learning difficulties.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Inspectors agree with the school's view that this is a good school. It is well led and managed. There is a firm focus on learning and enabling all children to take a full and valuable part in school life. School leaders monitor their performance rigorously and take appropriate action to address weaknesses. Teaching is good and contributes to pupils' good achievement and rising standards. Strategies have been introduced to raise the achievement of the most able pupils and this rightly continues to be a high priority. Overall standards in writing are improving although pupils make slower progress in spelling. Excellent levels of care and support mean that children become confident and enthusiastic learners who feel safe and happy in school. Provision for children in the unit is outstanding and contributes to their very good overall development. Children make a very positive start to their education in the Foundation Stage, where provision is good. Great attention is given to helping pupils with English as an additional language develop their fluency and confidence and this helps them settle in quickly and take a full part in school life. The school has improved well since its last inspection and shows a positive commitment towards future improvement. It provides good value for money.

### **What the school should do to improve further**

\* Ensure consistent levels of challenge in lessons for the most able children\* Improve children's progress and standards in spelling

## **Achievement and standards**

### **Grade: 2**

The vast majority of pupils make good progress and achieve well. They start school with very low levels of attainment and most speak little English. They grow rapidly in confidence in the nursery and reception and achieve well, although their skills remain well below those of children of a similar age. Progress in personal and social development is particularly good. By the end of Year 2, standards in reading, writing and mathematics are well below average. Taking account of the pupils' very low starting points, and their limited English, this still represents good achievement. Although they did not meet the very challenging targets set by the school, national test results are slowly improving. Progress increases in Years 3 to 5 as pupils become more fluent and confident in English. Standards in Year 5 are below those expected for the pupils' age in English, mathematics and science, but are rising steadily. Standards in writing are improving, but the pupils make slower progress in spelling. All pupils achieve well, whatever their ethnic background or capability. Pupils with learning difficulties are well served and make good progress, and those in the unit make excellent progress. The progress of more able pupils slows in some lessons when the work set is too easy for them.

## **Personal development and well-being**

### **Grade: 2**

Pupils really enjoy school. Attendance rates have improved and are now satisfactory. New pupils are welcomed and settle in quickly. Pupils' spiritual, moral, social and cultural development is good. Spiritual development is particularly strong. Pupils value each other, their teachers and the traditions and beliefs of different groups. They look after one another and are particularly proud of the pupils in the unit. They develop a clear sense of right and wrong. There was a collective gasp of disapproval, for example, as they heard the story of Gandhi's death in an excellent assembly. Behaviour is very good. Incidents of bullying or other harassment are rare and are dealt with swiftly. As a result, pupils feel safe. They know about the importance of a healthy lifestyle, make good choices about eating and enjoy taking part in physical activity. They are rightly proud of the contribution of their highly effective school council, one noting that this is a school where 'things get done.' Improving literacy and numeracy skills, access to careers guidance and involvement in the community through fund raising, prepare pupils well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school assesses teaching and learning to be satisfactory but, because of pupils' effective achievement and rising standards, inspectors judge them to be good. Teachers work hard to provide a happy and supportive atmosphere which results in children settling in quickly and learning successfully. This is especially important when so many of them start school mid way through the year. Lessons are well organised and teachers present them in a stimulating manner, often using new technology to interest and motivate pupils. They manage behaviour sensitively, so there is no disruption to learning. Children are always aware of the focus of the lesson and what they are expected to learn. This means they concentrate well and work hard. Children with weaker skills are supported well, through specially planned work and additional help from skilled teaching assistants. Sometimes the work does not challenge the small number of very able pupils and this means that they make satisfactory rather than good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides an interesting curriculum that covers all subjects and is well matched to pupils' differing needs. Good planning in the Foundation Stage helps children make a good start to their education. Plans for pupils with learning difficulties and disabilities indicate precisely what they need to improve. They also provide clear guidance for the adults working with them. Meticulous planning for the pupils in the unit contributes to their excellent progress. There are good opportunities for the pupils

to use their literacy and numeracy skills in other subjects. The school organises a good range of sporting, musical and artistic activities outside of lessons, which are well attended. A comprehensive programme of visits, visitors and events, including the keenly anticipated careers event for pupils in Year 5, adds extra enjoyment and interest. A well planned programme for personal, social and health education prepares the pupils well for life outside school.

## **Care, guidance and support**

### **Grade: 1**

Inspectors agree that these elements of the school's work are outstanding. Adults make a real effort to get to know the children and their families. Parents appreciate this and show overwhelming support for the school. These very positive relationships with parents and the excellent levels of support from outside agencies contribute significantly to pupils' good progress. Children with learning difficulties and disabilities are well supported and make good progress as a result. Outstanding teaching and care in the unit results in these children making excellent gains in their all-round development. Pupils with English as an additional language receive very effective support which helps them to develop their English rapidly, resulting in increased confidence in and out of lessons. Good assessment procedures highlight areas for curricular development as well as identify pupils who are falling behind. Strategies such as the 'Catch-up' programme in reading have been introduced, and are helping pupils reach appropriate standards for their age. The school has recognised the need to ensure that teachers provide work to extend the small number of very able children in each class. A new programme has been introduced to focus on these children. This is beginning to have a good impact on their progress. Systems to ensure children's health and safety are excellent. Adults are well informed and are trained to deal with any issues that arise. There are many opportunities for children to contribute to the school and wider community and to develop good social skills to prepare them effectively for the future.

## **Leadership and management**

### **Grade: 2**

Inspectors agree with the school's evaluation that these elements are good. The head and deputy are a successful team. Their calm and sensitive management results in the school's positive atmosphere and a clear commitment towards ensuring that all children have an equal chance to succeed. There is a firm focus on learning for both children and adults. This means that teachers and assistants continue to refine and improve their practice, making things better for the children. School leaders have a clear idea of the school's effectiveness. They take a critical view of all aspects of performance. Governors provide good support and are actively involved in this process. Parents have regular opportunities to comment on the school's work and their ideas feed into school development. Planning for school improvement is comprehensive. The vast majority of the plans show a clear link to improvements in standards and achievement. A few are less focused and are being modified to enable their success to be evaluated more

easily. The school has improved well since the last inspection. Attendance has increased and good assessment procedures introduced. Achievement is now good across the school although the school is continuing to work hard to improve the attainment of the most able pupils.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 very much for welcoming us so warmly during our recent visit to your school. Thanks especially to those children who helped us find our way around and those who talked to us during the inspection. We did appreciate all the help and comments which you offered.

I am glad to tell you that we think your school is good and provides you with a positive start to your education. We were particularly pleased with these things: \* Your headteacher and deputy headteacher do a good job in organising the school and looking after you. \* Most of you are making good progress with your work. \* You behave well, work hard and listen carefully to your teachers. This helps you succeed at school. \* All the adults in the school look after you very carefully. They make sure that you get help if you need it. \* Your school council does a great job.

You told us that you are especially proud of the unit and we agree that all the adults do a splendid job of teaching and caring for the children. We are also pleased to see how well the rest of you support and help them during lessons and in the playground. Your teachers are always trying to help you do even better in lessons and we have asked them to ensure that the work they set is challenging for everyone and that no-one finds it too easy. We would also like them to help you improve your spelling which is not improving as well as other aspects of your writing.