



Harmondsworth Primary School

Inspection Report

Unique Reference Number 102384
LEA Hillingdon LEA
Inspection number 276709
Inspection dates 17 November 2005 to 18 November 2005
Reporting inspector Olson Davis AI

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

Type of school	Primary	School address	School Road
School category	Community		Harmondsworth
Age range of pupils	3 to 11		West Drayton UB7 0AU
Gender of pupils	Mixed	Telephone number	02087591718
Number on roll	220	Fax number	02085649491
Appropriate authority	The governing body	Chair of governors	Mr N H Taylor
Date of previous inspection	11 October 1999	Headteacher	Mr Roy Mapplebeck

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Harmondsworth Primary School is an average size school situated in a village setting near to Heathrow Airport. The school contains a nursery. Pupils come from an average socio-economic background. The percentage of pupils eligible for free school meals has risen in recent years so that it is now close to the national average. The proportion of pupils with learning difficulties is average but this figure has also grown in recent times. The proportion of pupils from a minority ethnic background is higher than average as is the proportion of pupils for whom English is an additional language. Pupils are taught in single age classes but in groups set by ability for mathematics across Years 5 and 6.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its effectiveness to be satisfactory; inspectors consider this to be a modest assessment. Inspection evidence indicates that this is a good school which gives good value for money. Provision for children in the Foundation Stage is good. Children make a good start and quickly develop a lively interest in learning. Pupils make good progress so that by the time pupils leave the school they attain standards which are usually above those expected nationally. This is because of good teaching and pupils' positive attitudes to learning. The school benefits from a committed staff who are keen to improve their skills for the benefit of pupils. Pupils are happy, enjoy their learning and feel well cared for; this view is endorsed by parents. Pupils thrive on a curriculum that makes good use of local resources and is enhanced by a wide range of activities. The school takes many steps to ensure that pupils are not at risk. However, procedures for managing the recording of risk assessments prior to visits off the school site and in outdoor play in the Foundation Stage are not robust enough. The school is led and managed well and has good capacity to improve. It is aware of its strengths and areas for improvement. The leadership has addressed the issues from the previous inspection effectively.

What the school should do to improve further

* Continue the development of pupils' writing skills* Improve the rates of attendance*
Write down more about the ways pupils will be kept safe when they go out on visits or play outside at school.

Achievement and standards

Grade: 2

Pupils make good progress. Children enter the nursery and reception classes with average levels of skills, although these vary because of the small size of the group and the wide range of abilities within it. Children make good progress in the nursery and reception class with many children achieving the learning goals expected for them. Pupils continue to achieve well for their capabilities, often attaining at least average standards in reading, writing and mathematics at Year 2. Since the previous inspection, the school has maintained above average standards in Year 6. Progress has been good enabling pupils to meet the challenging targets set for them. Standards in Year 6 in 2004 were slightly lower than in 2003. Nonetheless, pupils' achievement in 2004 remained good because they made good progress in relation to their prior attainment and capabilities. The results of the 2005 national assessments show that pupils are continuing to achieve well. Pupils from minority ethnic backgrounds and with English as an additional language make good progress. Pupils with learning difficulties also make good progress in relation to their individual education plans because of the effective support they receive.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils find lessons stimulating and respond to the high expectations set for peaceful relationships and good behaviour. They reflect on social issues with sensitivity and self awareness. The school's 'Golden Rules' are highly effective and understood by everyone. Pupils enjoy school and are enthusiastic and appreciative of the opportunities for extra curricular activities and sport. The school council is a well motivated group who take their role seriously and are looking forward to making decisions about their school. In lessons and around school, pupils take responsibility for organising equipment. They work safely and co-operatively as young citizens who contribute to the harmonious school community. Pupils understand how avoiding the misuse of drugs, eating healthily and taking exercise improves life. The school is taking part in the healthy schools programme and the national fruit scheme to promote healthy living. The steps taken by the school to promote good attendance have already had a positive impact. However, there are still families who take holidays during the school term and this has an adverse effect on the school's attendance figures. Assemblies are rich and rewarding experiences which contribute to the high moral and spiritual development of pupils. Cultural awareness is supported through art and musical performances. Strong community and partnership links enrich pupils' experiences. Pupils understand about other faiths through celebration of their festivals and through links with schools from other countries. By the time pupils leave the school they are well prepared for the next stage of their education with a good grasp of basic skills that also support their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Effective and enthusiastic teaching is a strong feature in all areas of the school. In the majority of lessons, pupils achieve well. The highly effective teachers have good subject knowledge and are very clear about the intended outcomes of the lessons. There are positive relationships, behaviour is well managed and pupils are supported, encouraged and offered opportunities to shine. Pupils work collaboratively from a young age. They support and help each other, partner and group work is common practice. Lessons are challenging and teachers ensure that good learning takes place. Well paced lessons offer a range of activities and resources such as, interactive whiteboards that enhance learning. These have a positive impact on pupils' motivation. Teachers ask probing questions to encourage pupils to expand on their answers and express their ideas coherently. Teachers plan and mark work thoroughly. They know what their pupils have achieved and the next steps in their learning. They plan their teaching to the individual needs of their pupils. Lessons are organised to ensure that all pupils can be successful. Objectives for learning are shared with pupils so that they are able to assess their own progress with the teachers. In all

year groups, pupils feel that they work hard and are challenged and stimulated by the work set in class and as homework.

Curriculum and other activities

Grade: 2

The school provides a lively and interesting curriculum that successfully meets the needs of pupils, including those in the Foundation Stage. Particular emphasis is placed on developing pupils' literacy and numeracy skills and these are developed further in other areas of learning. Provision for information and communication technology (ICT) has improved since the previous inspection and is now a strong feature of the school's work. The effective use of the interactive white board brings the outside world into the classroom broadening pupils' learning experiences. Another strong feature of the school's curriculum is the use that is made of the local community and environment. Pupils can develop their particular interests and talents through a wide range of clubs and activities. These involve the pupils in sports, arts and cultural experiences that enhance their learning and personal development and contribute to their enjoyment of school. The curriculum is also enhanced by a variety of visits and visitors. The school's personal, social and health education programme include activities that help children to avoid risks and to stay safe and healthy.

Care, guidance and support

Grade: 2

The care, guidance and support which pupils receive are good. Arrangements for safeguarding pupils' welfare in school are secure. The adults have a high level of commitment to pupils' wellbeing and personal development. Pupils' safety at all times is paramount, but teachers need to write down more about the ways in which they intend to keep pupils safe on visits out and when playing outside. Pupils with learning difficulties or who speak English as an additional language benefit from the school's good working partnership with other agencies. Parents' positive relationship with the school helps pupils to achieve success. Vulnerable pupils are identified and child protection procedures are robust. The school has effective methods of tracking how well pupils achieve. Teachers use assessment information well to set challenging targets for improvement. Pupils know what they need to do to improve their work in lessons and are able to recognise their own progress.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher provides clear direction to the work of the school as it seeks to improve pupils' achievement within a safe and happy environment. He is ably supported by his deputy and other staff. There is a strong sense of teamwork and commitment; as a result morale is high. Everyone has a clear and shared focus on improving standards. The school's self evaluation accurately identifies the key areas for development. Pupils and parents are involved in the process

through the use of questionnaires. Governors are strongly involved in the life of the school; they have a good understanding of the school's strategic development through their effective monitoring and evaluation. They represent a strong link between the school, the parents and the community. They are supportive, yet provide good challenge to the school. Teaching performance is closely monitored with teachers' targets for improvement linked to the school's development planning and teachers' professional development. School leaders make good use of assessment data to monitor the progress of pupils and to set key priorities for improvement. As a result, the staff respond quickly to correct weaknesses. A recent decline in attainment in writing was very quickly noted and remedial action taken and although it is a recent initiative it is already beginning to improve skills. This is one example of the school's strong capacity to improve. The school forms imaginative links with external agencies to improve resources for the school and reduce barriers to learning. The school's attractive garden area is testament to this.

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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?	2	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?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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	2	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

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	No
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 making us welcome when we visited your school recently. We appreciated the help you gave us when we looked at you working and when you shared your ideas about the school. Here are some of the many things that we thought were good about your school: * The work in the school nursery and reception class is well organised and gives you a good start in school.

* You work hard and get on well with each other. * You enjoy school and behave well in lessons and around the school. * Your teachers are skilful and help you to learn well in your lessons. They are especially good at helping you to learn things which will be useful when you grow up. * You have a wide range of opportunities provided for you to learn. * Your headteacher, staff and governors are continually trying to make your school even better for you. We have asked the staff and governors to carry on working to improve your writing skills and trying to get some children to come to school more often. You can help with this by making sure that you come to school when you should. Also teachers need to write down more about the ways they will help you to keep safe when you go out on visits or play outside at school.

Harmondsworth Primary School is a good school. We hope that you will continue to enjoy it. We also hope that you will help your teachers as they try to make your school the best that it can be for you.

Yours sincerely

Olson Davis

Lead Inspector