



Charville Primary School

Inspection Report

Unique Reference Number 102436
LEA Hillingdon LEA
Inspection number 276717
Inspection dates 26 September 2005 to 27 September 2005
Reporting inspector Bernice Magson AI

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

Type of school	Primary	School address	Bury Avenue
School category	Foundation		Hayes
Age range of pupils	3 to 11		Middlesex UB4 8LF
Gender of pupils	Mixed	Telephone number	2088451707
Number on roll	488	Fax number	2088457709
Appropriate authority	The governing body	Chair of governors	Mr Allen Thomasson
Date of previous inspection	8 May 2000	Headteacher	Mr P Shawley

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Charville is a large primary school for pupils aged from three to eleven. The school is located in Hayes, West London, in an area of socio-economic disadvantage. Above average numbers of pupils are entitled to free school meals. The majority of the 504 pupils are of white British backgrounds, although other ethnic groups are represented, including Asian and Caribbean British. Although most pupils speak English as their mother tongue, a significant proportion (13%) is at an early stage of learning English. Twenty-two languages other than English are spoken with Urdu and Hindi being the main ones. The numbers of pupils arriving or leaving the school at times other than the start and end of the school year are above average, particularly in Years 3 to 6. Overall, there are more boys than girls on roll and with a considerable variation in some year groups. Attainment on entry is well below average. The number of pupils identified with special educational needs is similar to that found in most schools. The school has a core of long serving teachers, but there is still a significant mobility of staff because of promotion, re-location, maternity leave and retirement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Pupils, staff, governors, parents and carers recognise this as a good school and inspectors agree. The school provides good value for money. There has been good improvement since the previous inspection, although more remains to be done to improve pupils' skills in writing, especially for the more able. The school has a good capacity to bring about further improvement, because its leadership and management are good. Pupils have mature attitudes and care for each other effectively. Behaviour is outstanding. Teachers and other adults are effective in encouraging pupils to value and celebrate the many cultures and traditions represented in the school. The headteacher and deputy provide a strong lead in the development of the curriculum as well as teaching and learning, resulting in improving standards, especially among the pupils in Years 2 to 6. Governors are keen to support senior managers but have identified that they have a limited involvement in strategic planning. They are eager to make the school better, but have found that their knowledge is insufficient to hold the school to account. Teaching is good overall. As a result, standards have improved over time and they are now in line with national averages by the end of Year 6. Pupils achieve well academically. From a low starting point, they make outstanding gains in their personal and social development. This contributes to their good achievement. Teaching in the Foundation Stage is satisfactory, although it is not strong enough to ensure that children progress as rapidly as they do in the other parts of school. Standards are well below average by the end of the reception year, particularly in skills of communication, language and literacy.

What the school should do to improve further

* Raise standards in writing, particularly for the more able pupils in Years 1 to 6.*
Improve the quality of teaching and learning in the Foundation Stage to enhance the rate of children's learning especially in communication, language and literacy. * Ensure greater involvement of the governors in school improvement planning and in holding the school to account.

Achievement and standards

Grade: 2

Achievement is good overall. In Years 2 to 6 the outstanding personal and social development of pupils enables them to achieve their full potential academically and become valued members of the school community. In conversations with inspectors, children showed that they enjoy their work and are proud of their achievements. Pupils in the Foundation Stage make satisfactory progress, although most are unlikely to reach the expected goals for their age by the end of the reception year, especially in communication, language and literacy. This is due in part to their low attainment on entry and lack of precise assessment to match work to needs. Pupils of all abilities and ethnic backgrounds achieve well overall and make good progress in Years 2 to 6. Recent test results indicate sustained improvements over time in Year 6, especially in

mathematics and reading. Standards are now close to the national average. Writing standards are below the national average by the end of Year 2 and Year 6 and should be better, especially for more able pupils. The school has identified as a focus the development of writing for more able pupils. In some year groups boys have tended to outperform girls, although evidence from the inspection indicates that recent initiatives to improve the performance of girls is proving effective. For example the recently formed Bacon and Egg club has increased the self-esteem of less able Year 6 girls and improved their performance in mathematics. Most minority ethnic groups and those at an early stage of learning English are making similar progress to their peers. Recent good initiatives to track the performance of the different groups have resulted in more effective targeting of support where it is most needed. This is raising the achievement of all minority ethnic groups. For example pupils of Somalian background are progressing well because of effective help with their literacy skills. Pupils with special educational needs achieve well because of good support in classrooms. Gifted and talented pupils meet with similar pupils from other schools and work together on well matched tasks. The school is successful in inducting new pupils who join at various times of the school year. This enables them to settle quickly, be happy and achieve well.

Personal development and well-being

Grade: 2

Pupils' social development is outstanding and their moral development is good because the school has created a secure and happy environment in which very good relationships flourish. Pupils enjoy coming to school, behave extremely well and show good consideration for each other and for adults. School council members are looking forward to starting their year's work to help others. The school has taken good account of its opinions, such as in improving playground facilities. Pupils have been consulted in the preparation of the behaviour policy. As a result, they know what is expected of them and understand how any misbehaviour will be dealt with. Pupils feel free from harassment, racism and bullying and speak very well of relationships within the school. Attendance is close to the national average. Most pupils attend regularly, although the poor attendance of a small minority of pupils adversely affects their progress. Pupils are encouraged very well to adopt a healthy lifestyle. The canteen provides a good choice of healthy food alternatives and pupils said they are encouraged to choose these. The inspection coincided with a 'healthy eating week', with a good range of focused activities, including special assemblies and a visit by a 'life bus.'

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and satisfactory in the Foundation Stage. These judgements are in broad accord with the school's own evaluation. All teachers have very good relationships with pupils. Most teachers give pupils challenging work because

they know them well. This is especially true in Years 2 to 6. High quality classroom management and expectations lead to excellent behaviour among pupils, and a very good commitment to their work. During the inspection some outstanding teaching was observed in literacy in Year 6. The teaching was inspirational, well-informed, confident and sensitive and, as a result, pupils of all abilities and backgrounds made very good progress. Overall, the generally good teaching ensures good achievement in mathematics and science. However, the more able pupils are not always challenged sufficiently in writing tasks. In the Foundation Stage, progress is slower when tasks that pupils work on without the help of an adult are too easy. Assessment of standards and progress is mostly good. Pupils' work is marked well and in the best examples teachers' comments clearly show pupils how they might improve. In the Foundation Stage, day to day assessment lacks sufficient precision to ensure a consistent match of work to pupils' abilities.

Curriculum and other activities

Grade: 2

The curriculum is good overall and satisfactory in the Foundation Stage. It meets all statutory requirements and is matched well to the needs of pupils in Years 2 to 6. The school has worked successfully to address the issues from the previous inspection. As a result, more emphasis is now placed upon the development of key basic skills in literacy and numeracy and independent learning strategies. Meaningful links are made between subjects so that pupils see greater relevance in what they are learning. These improvements have contributed well to pupils' improved achievements, a greater love of learning and interest in their work. In the last two years, standards have been rising more rapidly because of improvements in the teaching of literacy and numeracy. Pupils are now taught in groups of a similar ability in mathematics. All pupils are developing an increasing enjoyment in reading because there are more opportunities to read alone, in groups and with all members of the class. Across the school, learning is supported and enriched effectively for pupils' personal development, including opportunities for good moral and outstanding social achievement. Learning how to stay healthy and safe underpins much of the school's work. The curriculum is adapted well to match the particular needs of some pupils, including those who learn English as an additional language, and gifted and talented pupils. In conjunction with other schools, gifted and talented pupils achieve challenging targets in a variety of specially planned activities.

Care, guidance and support

Grade: 2

Both the inspectors and the school judge that the quality of care, guidance and support for pupils is good. Pupils speak well of the guidance that they receive to help them to do well. Teachers and support staff provide a good range of targets which help pupils to develop academically and socially. Pupils say that this works well in encouraging them to do as well as they can. New pupils benefit from good induction procedures. This helps them settle quickly into school life. Systems to ensure pupils'

health and safety are good. They clearly identify staff responsible for safety and child protection and through appropriate training teachers have a good understanding of procedures. Arrangements for risk assessment are systematic and well established. The school seeks outside advice whenever needed.

Leadership and management

Grade: 2

Leadership and management are good overall. Together the headteacher and deputy provide good leadership. They are respected and trusted by parents, staff and governors and provide outstanding role models for the pupils. The headteacher and senior management team are committed to improvement. There is a very strong focus on the health and safety of the children and it is clear that every child matters. The leadership of the school has been successful in improving standards over time from a low base, despite recent and frequent staff changes. Strategic plans identify the most important priorities and provide an appropriate framework for measuring school improvement, based on the school's own annual programme of self-evaluation. The monitoring and tracking of pupils' progress has developed well over the past couple of years, although some systems are not yet firmly embedded and need to be consolidated and applied more consistently by a few teachers. Frequent checking on the quality of teaching has brought improvements in pupils' learning and in the more effective support for gifted and talented pupils and those from different minority ethnic groups. Governance is satisfactory. The governors fulfil all their statutory duties and are strong advocates of the school in the community. Many governors help around the school. Through review, governors have identified that they are not sufficiently involved in setting the strategic direction for the school. They are eager to have a greater role in improvement planning and monitoring of teaching and learning in order to make the school even better.

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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	3	NA
The effectiveness of the school's self-evaluation	3	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	1	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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	3	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	3	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

We enjoyed our visit to your school, especially talking with you. It was good to hear about the exciting developments which have taken place through the work of the School Council, such as in improving behaviour in the playground. Well done.

We think that teachers give you lots of exciting things to do and, in many lessons teaching is good and you are all eager to do your best work. We would like the teachers in the reception and nursery classes to provide activities that are more interesting and challenging for the youngest children. We are sure that you all know how important it is to come to school regularly so that you do not miss any of the exciting things that are happening. We are pleased to see how well you are working in English, mathematics and science and we are glad that the special activities to help improve your work in mathematics are proving so successful. We have asked the teachers to look at ways of making your writing better, especially for the more able pupils. We are glad that you get lots of help and support from your teachers and as a result you are all happy to come to school. We agree that your headteacher and all the teachers and teaching assistants care very much about you and work hard to keep you safe and happy. During the inspection we saw lots of activities which were encouraging you to think more carefully about healthy lifestyles.

The headteacher and the teachers are working hard to improve the school further. We have asked the governors to help them more. All the inspectors join me in wishing you every success in the future and I am sure that all your teachers and parents are proud of you.