



# Havelock Primary School

## Inspection Report

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**Unique Reference Number** 101900  
**Local Authority** Ealing  
**Inspection number** 286212  
**Inspection dates** 12–13 September 2006  
**Reporting inspector** Nicola Davies

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

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<b>Type of school</b>	Primary	<b>School address</b>	Havelock Road
<b>School category</b>	Community		Southall
<b>Age range of pupils</b>	3–11		UB2 4PA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02085717204
<b>Number on roll (school)</b>	410	<b>Fax number</b>	02088439880
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	
		<b>Headteacher</b>	Mr Jasbir Bir
<b>Date of previous school inspection</b>	21 January 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	12–13 September 2006	286212

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This primary school is in the heart of Southall. Nearly all pupils are from minority ethnic backgrounds. Around 40% are of Indian heritage but the school serves pupils from an increasingly wide range of ethnic backgrounds including significant numbers of Somali and Pakistani heritage pupils. Most pupils are bilingual and a growing proportion of these are at early stages of learning English as an additional language. A much higher proportion of pupils are entitled to free school meals than the rate found nationally.

The current headteacher took up his post in February 2005 following the retirement of the long standing headteacher and deputy in 2004.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Havelock Primary is a school which is improving under the effective leadership of the energetic headteacher. The school provides good care, guidance and support which helps pupils grow in confidence and develop good personal skills during their time there. However, the school's leadership and management and overall effectiveness are satisfactory because many of the recent improvements have yet to be reflected in sustained good progress and improved standards of attainment.

Most children join the school at early stages of learning English as an additional language. They get a good start to their education in the Foundation Stage. Recent improvements in the provision for children and good opportunities for speaking and listening mean the youngest children gain fluency and confidence in using English. They make good progress from their starting points, even though only a minority reach the goals set nationally for the end of the Reception year.

Teaching across the school is satisfactory and improving through regular monitoring of the quality of teaching and learning. Thorough assessment and precise planning in English and mathematics means that work is now carefully matched to what pupils need to learn next. This means that pupils of all abilities and with different needs make satisfactory progress in these subjects. However, in the words of the headteacher, there remains 'a lot more to do'. Standards overall are below average. Whilst achievement is satisfactory overall, not all pupils are doing as well as they should in science because assessment and planning is weak. Similarly, the deployment of support staff does not always ensure that the needs of groups of pupils are well met, for example, older pupils who are at early stages of learning English. Opportunities for speaking and listening which promote good progress in the Foundation stage do not feature consistently across all subjects.

The headteacher, with the support of staff and the effective governors, is tackling weaknesses identified through robust self evaluation, which takes good account of parents' and pupils' views. Although the school has been through a period of considerable change, it remains a happy and harmonious community where pupils, staff and governors are proud to 'aim higher'. The effectiveness of steps already taken to monitor and improve teaching, learning and the school environment illustrate a strong capacity to continue to improve.

### What the school should do to improve further

- Improve standards and progress in science
- Monitor and evaluate the impact of additional staff on the progress of groups of pupils and particularly pupils at early stages of learning English
- Extend speaking and listening opportunities across the school curriculum.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. Most children are at early stages of learning English as an additional language when they first join the Foundation Stage and standards are well below those found in most schools nationally. They make good progress in the nursery and reception classes although only a minority reach the nationally expected early learning goals.

Overall, pupils make satisfactory progress throughout the school. At the end of Year 6, standards are below average. Pupils at early stages of learning English as an additional language achieve lower standards than more fluent bilingual pupils. However, all pupils, including those at early stages of learning English as an additional language as well as those with learning difficulties and disabilities make satisfactory progress from their starting points. Regular assessments in English and mathematics means that targets are challenging and improvements to teaching mean that pupils are now making better progress in these subjects. This is supported by evidence gathered during the inspection and illustrated by the results of national tests. However, attainment and progress in science is weaker.

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

### **Grade: 2**

Pupils' personal development and well being are good. Pupils enjoy school a good deal and respond well to the school's welcoming environment. As one pupil commented 'The headteacher listens to me and makes me feel safe'. Pupils' behaviour is good and the school is a harmonious community in which racist or other bullying incidents are rare. Pupils understand and appreciate different cultures, faiths and traditions and their spiritual, moral, social and cultural development is good. Although attendance overall is below the national average, it improves through the school and, in Year 6, pupils' attendance is almost average.

Pupils demonstrate good, safe practices around the school. Older pupils help keep younger ones safe and occupied at playtimes by organising playground games. Pupils show a good understanding of healthy lifestyles. Certificates awarded for the healthiest packed or school lunch are popular with them and they enjoy growing tomatoes in the school kitchen garden. The school has Healthy School status. Pupils contribute to the community through activities such as fund raising, recycling, or organising a party for older members of the community. Members of the school council express their views with some confidence and listen well to others and are beginning to influence aspects of school life such as selecting new equipment for the playground. Although relatively few pupils leave the school with high standards of basic skills, their well developed personal skills prepare them for the next stage in their education.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory and results in pupils making adequate progress in learning as they move through the school. Teachers ensure that all groups of pupils know what they are going to learn. Planning is good, especially in the Foundation stage and in English and mathematics lessons. This is because the school has good systems to assess and record pupils' achievements in these areas and these are used effectively. In science, where assessment records are not established, planning is less effective and pupils' achievement is weaker.

Teachers have good relationships with pupils which ensure good attitudes to learning. This means that pupils behave well even if the pace of learning slows as, for example, when teachers take too long explaining tasks or when they spend considerable time with an individual pupil or small group when they have no classroom support available. Marking and targets which pupils know and understand, help them to improve their work.

### Curriculum and other activities

#### Grade: 3

The satisfactory curriculum is balanced and covers all subjects. Improvements in the curriculum and outdoor learning contribute to the good progress children make in the Foundation Stage. English, mathematics and information and communication technology are planned well but planning and assessment in science is weak. Specialists are used well to teach music and physical education across the school and English and mathematics in Year 6. Opportunities for speaking and listening are not consistently developed in all subjects, and this slows progress, especially for pupils who are at the early stages of learning English as an additional language. The school provides a range of activities such as annual residential trips, visits and after school clubs to broaden pupils' personal experiences and learning.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. Procedures to protect children are clear and the school carries out regular risk assessments and has good health and safety checks to protect children. The school's improved system for tracking progress means that pupils with learning difficulties and disabilities have their needs identified early. They benefit from support from additional staff and programmes which help to meet their particular needs. The school works well with outside agencies to support pupils with more complex needs, including pupils who are more vulnerable. Teachers provide good guidance to pupils on how they can improve their work through marking and target setting.

Specialist bilingual support and a focus on speaking and listening in the Foundation Stage mean that the youngest children make good progress in learning and using English. Support for older pupils at early stages of learning English is limited. The school works well to ensure that parents from all communities are well informed and kept involved in their child's education. This is reflected in parents' positive views of the school.

## **Leadership and management**

### **Grade: 3**

The headteacher is dedicated to improving standards and providing the best for his pupils and this vision is shared by governors, senior managers and staff. Effective steps have been taken to improve the accommodation, enhance the provision for pupils in the Foundation Stage and build an effective team. Staff with leadership and management responsibilities monitor their areas of responsibility to gain an accurate understanding of the strengths and weaknesses and are beginning to influence achievement in their subjects. There are secure procedures to monitor the quality of teaching and learning which are leading to improvements in key identified areas. For example, a whole school focus on writing has led to an improvement in the teaching and subsequent progress that pupils make. However the monitoring of how effectively additional support staff are deployed in classes to meet the different needs of learners is at an early stage. Governors meet their legal responsibilities well and have a good awareness of the strengths and weaknesses of the school. Financial management is good and the school has a secure financial base.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school. We enjoyed watching your lessons and talking to you about your school. This helps us to find out the good things about your school and the things that could be better. Like you, your parents and your teachers, we think:

- You enjoy coming to school and behave well
- The school looks after you well
- You make the progress you should
- Your teachers plan your work well and help you learn through targets and homework, especially in English and mathematics
- Your classrooms are much better places for you to learn than they used to be
- All the adults in your school work together.

Your headteacher and your governors are keen to make sure that Havelock Primary is a good school. They have already done a lot and have asked you and your parents what you think. They have lots of good ideas on what they will do next. We have asked them to help you learn more in science and to make sure you talk about what you are learning in all your lessons. We have also asked them to find out how extra adults can best help you, for example, if you find things more difficult or if you don't speak much English yet.

We all enjoyed meeting you and watching you get back to work with your new teachers after the long holidays.

With best wishes

Nicola Davies

Lead inspector