



West Drayton Primary School

Inspection Report

Unique Reference Number 102398
Local Authority Hillingdon
Inspection number 286362
Inspection date 1 March 2007
Reporting inspector Margaret Coussins

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

Type of school	Primary	School address	Kingston Lane
School category	Community		West Drayton
Age range of pupils	3–11		UB7 9EA
Gender of pupils	Mixed	Telephone number	01895 442904
Number on roll (school)	443	Fax number	01895 431851
Appropriate authority	The governing body	Chair	Mrs P Morgan
		Headteacher	Mr A Ingham
Date of previous school inspection	17 February 2003		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

West Drayton is a larger than average urban, multi-ethnic primary school situated in a large estate of mixed housing in an area of high deprivation. The proportion of pupils eligible for free school meals and those with learning difficulties and disabilities is higher than that found nationally. The percentage from ethnic minority groups and those whose first language is not English has increased over the last 4 years and is very high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The atmosphere of excitement and enthusiasm is tangible from the moment one walks in the door. Pupils are justifiably very proud of their school and really enjoy their time there. They feel it is a special place and as one boy said, 'Sometimes in the morning I think I don't want to go to school but as soon as I get here everything is so exciting that I'm glad I came.'

The aim of the school's motto 'From self-confidence to achievement' is very effectively met. The outstanding care, guidance and support provided by the school very successfully develop pupils' confidence and self-esteem. This contributes very effectively to their excellent personal development. Pupils want to do well and are proud of their good achievements.

Children start at the school with attainment which is below that expected for their age. Most settle well into school. Those who initially find this difficult are supported in 'The Launch Pad', a nurture group that very effectively develops children's personal, social and emotional skills. As a result, they get off to a good start in the well-managed Foundation Stage, because of good provision from a skilled and knowledgeable team, and make good progress.

Pupils' achievement is outstanding and they reach above average standards by the time they leave. Standards in the 2006 Year 6 tests were not as high in English as they were in mathematics or science. Pupils' enjoyment of reading is exceptionally high. The school identified writing as an area to improve across the school and has successful strategies in place, which are starting to help pupils make as good progress in English as they do in other subjects. Very effective intervention and support is given to pupils to ensure that they all have the same opportunities, whatever their backgrounds or particular learning needs.

Pupils' enjoyment of learning is given very high priority and achieved with great success. The richness and variety of an outstanding curriculum and good teaching mean that learning provides excitement and adventure and leads to high achievement. The school has rightly recognised the need to ensure that the quality of teaching is constantly improving. The building and the grounds provide an exceptionally stimulating learning environment, which has an extremely powerful impact on pupils' learning and their self-esteem. One pupil said, 'The school has fabulous facilities, I feel quite treasured.' Parents are equally positive about what the school offers. One parent commented, 'It is clear to see from the beaming faces of the children that they are in a contented, thriving environment where their learning potential can only blossom as time goes by.'

The headteacher's outstanding leadership and management are central to the success of the school. His drive and enthusiasm have ensured that the school has gone from strength to strength. The wide range of opportunities the school offers motivate and interest the pupils who are confident and very receptive to the good teaching. The deputy, senior leaders, staff and governors share a common vision for the school. Searching self-evaluation highlights areas for improvement. The school's leadership

was modest in its evaluation of how well it does because there is no complacency and there is a constant drive for continued improvement. The school's great success in moving forward over recent years shows that there is an outstanding capacity to improve further.

What the school should do to improve further

- Ensure that recent improvements in pupils' achievement in writing are sustained and handwriting and presentation improves so that standards in English match those in mathematics and science.
- Ensure the quality of all teaching and learning is in line with the best.

Achievement and standards

Grade: 1

Achievement is outstanding and by the time pupils leave the school standards are above average. This is reflected in the improved results of the Year 6 tests in 2006 and in the high standards of pupils' current work. Children start at the school with attainment which is below average. They make good progress in the Foundation Stage and in Years 1 and 2 and, given their starting points their achievement is outstanding. Standards in writing across the school have been the weakest area and have been a focus for the school. The work the school has done has improved teachers' confidence and skills in teaching writing as well as giving pupils exciting, imaginative motivation to write. As a result, standards in writing have improved. However, handwriting and presentation of work are not good enough because teachers do not have consistently high expectations. Pupils with learning difficulties and disabilities and those who are learning English make similar progress to others. They are given work that matches their needs and have excellent additional support from teaching assistants.

Personal development and well-being

Grade: 1

Pupils make outstanding progress in developing their personal skills, particularly their confidence and willingness to try things out, which helps them achieve so well. This is possible because of the rich curriculum which includes numerous opportunities for pupils to perform, to work together and to develop team leadership skills. Pupils' spiritual, moral, social and cultural development is outstanding. As one parent said, 'My children are doing very well, not only academically but also developing into fine young men, morally and socially.' The cultural diversity within the school community is celebrated and pupils have a good understanding of and respect for others' cultural backgrounds. Attendance is close to the national average and a small number of pupils have frequent absences. However, it is improving and the school does a very good job to encourage regular and prompt attendance. Pupils feel safe in school and confident to seek support from adults because of the exceptional relationships between staff and pupils. They develop an excellent understanding of how to stay safe and healthy. They enthusiastically take on responsibilities within the school community. The school

council represents the pupils very well and strongly feels that its voice is heard. Pupils' good basic skills, and their increasing self-confidence and ability to collaborate and negotiate, prepare them very well for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with many outstanding aspects. Lessons are always planned well to provide interest and enjoyment and generally move learning along at a good pace. Teachers ask good questions to check pupils' understanding and to help improve their speaking, listening and thinking skills. Skilled support staff work very well with pupils who have learning difficulties so that they can participate in all aspects of lessons and achieve as well as others. The quality of feedback that pupils receive about their work is good. In most cases, work is well marked and gives pupils good ideas about how they can improve. Pupils learn exceptionally well when they have opportunities to investigate, experiment and work things out for themselves. When they are challenged in this way, their ability to work well together, their excellent behaviour and their very positive attitudes support their outstanding achievement. On occasion pupils have to sit and listen to their teachers for too long and the purpose of tasks is not explained clearly enough. This slows the pace of learning a little.

Curriculum and other activities

Grade: 1

The outstandingly rich curriculum is one of the main reasons why pupils do so well academically and personally. It is broad, balanced and tailored very successfully to meet the needs of all pupils. The school has worked successfully to integrate different subjects in an exceptionally creative way, often based around a favourite story or novel and with a strong focus on the performing arts. The Foundation Stage curriculum is well planned. There is a balance between opportunities for children to choose their own activities and activities guided by the staff. The new facilities are enabling teachers to provide more outdoor learning and play opportunities. Information and communication technology (ICT) is used well by teachers and pupils to support many areas of the curriculum. Events such as the themed weeks, visits, visitors and residential trips very successfully add to the richness of the curriculum. There is a very good range of popular, well-attended clubs which broaden pupils' personal experiences. These aspects strongly promote pupils' enjoyment of learning and develop social skills important to their future life.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and contribute strongly to pupils' progress, enjoyment and well-being. Arrangements for safeguarding pupils are very effective

and child protection procedures are well established and rigorous. Systems for identifying and supporting pupils who are at risk of underachieving and those who have learning difficulties or disabilities are comprehensive and well thought out. A nurture group, the learning support unit ('Our Space') and learning mentors provide carefully targeted support to meet individual needs across the school. Pupils and parents agree that the school provides a high standard of care. The opportunities given to pupils to make decisions and take ownership and responsibility for their own learning have a very strong impact on their excellent personal skills. Tracking pupils' progress enables teachers to know exactly how well both individuals and groups of pupils are doing, and this information is used to provide excellent guidance. Pupils know their own targets for learning and develop skills to evaluate their progress towards achieving them. Target setting and success criteria in writing are effectively supporting improvements.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher is committed to the pupils achieving as well as they can in their academic and personal development and drives the school along to ensure that it never stops improving. His firm belief that everyone in the school community matters and has a contribution to make is a strong motivation for his enthusiastic, hardworking staff and governors and for the overwhelmingly positive support of parents. The headteacher, deputy and senior leaders make a forceful team to initiate and secure improvement. Teachers with specific responsibilities have a significant impact on the work of the school and pupils' achievement and their expertise is recognised beyond the school. The excellent use of the expertise of teachers to provide support to less experienced or less confident colleagues ensures that pupils consistently achieve very well. The school has recognised the need to secure consistency in the quality of teaching and learning and has created strong teaching teams and a focus on continuing professional development. This has already led to improvements in teaching skills although there is still more to be done to ensure that all teaching matches that which is most effective. Staff, resources and the school building and grounds are managed and organised extremely well. All strategic decision-making has a very positive impact on pupils' academic and personal development. Governors are very supportive and challenging as they hold the school to account extremely well for its performance.

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Inspection judgements

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

¹ 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

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

I am writing to let you know how much I enjoyed visiting your school and what I found out. Thank you all for making me so welcome, for talking to me about your work and telling me what you think about your school. You and your parents told me how good your school is and I agree. It is outstanding.

These are the reasons why.

- Your school is a very exciting place to be. You really enjoy being at school and you showed me that you are proud of your school. You especially love the opportunities you have to perform.
- You are very well behaved and get on very well with each other and all of the staff.
- Your teachers work very hard to make sure your lessons and all the other activities and clubs that go on in the school are interesting and exciting.
- You work hard and achieve really well in all that you do.
- You are very good at making decisions and working together in your lessons.
- Everyone in the school looks after you extremely well and they help you develop your confidence and the belief that you can succeed in whatever you do.
- Your headteacher and all the staff do an excellent job to make sure that the school looks fantastic, that everyone has a chance to succeed and to make the school even better.

I very much enjoyed reading lots of your exciting writing displayed around the school. You should carry on working hard at this to make sure that you do as well in writing as you do in reading, mathematics and science. Improving your handwriting and the way you present your work will help. Your headteacher and teachers should carry on sharing their expertise and skills with each other, like you do in your lessons, to make sure you learn as well as you can all the time. I was lucky enough to be at the school to share World Book Day with you and it was really interesting to hear all your comments about reading. You obviously have a great love of books and I know that this will also help you with your writing.

Thank you again for all your help and for being so friendly and interesting to talk to.

Yours sincerely

Margaret Coussins

Inspector