

Lionel Primary School

Inspection report

Unique Reference Number	102493
Local Authority	Hounslow
Inspection number	286395
Inspection dates	17–18 September 2007
Reporting inspector	David Benstock

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	255
Appropriate authority	The governing body
Chair	Mr C Lambrick
Headteacher	Mrs P Moran
Date of previous school inspection	25 June 2001
School address	Lionel Road Brentford TW8 9QT
Telephone number	020 8560 5323
Fax number	020 8569 9887

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is slightly larger than the average primary school. It serves the local community in an area with significant deprivation and high unemployment. The percentage of pupils eligible for free school meals is twice the national average. The proportion of pupils with learning difficulties or disabilities, including those with statements of special educational need, is very high as the school has an attached special unit for up to 33 pupils with speech and language difficulties throughout the Local Authority. Approximately half of the pupils are from a range of minority ethnic backgrounds and a high proportion has a home language that is not English. The Foundation Stage includes a maintained nursery for approximately 26 children who all attend part-time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. Pupils enjoy school and praise the care of all staff. Parents are overwhelmingly pleased with the school and express their appreciation. One parent wrote, 'The school is brilliant. It gets better and better'.

Pupils achieve well. They enter the school with below average levels of knowledge and skills. The large majority of children starting school in the Foundation Stage have low levels of language and communication. After a good start in the Early Years pupils make good progress throughout the school as a result of good teaching and support. Consequently, they reach standards that are in line with those expected by the end of Year 2 and Year 6. In 2006 disruptions to staffing slowed the rate of progress in Year 6. However, the leadership team acted decisively to re-establish staffing levels this year and national test results have improved. The pupils have made good progress as a result of this much-improved teaching.

Excellent care, guidance and support are contributing to pupils' outstanding personal development and well-being. This is reflected in excellent behaviour and above average attendance. Pupils are keen to participate in school life and the community in general. They feel safe. The school's focus on leading a healthy lifestyle is having a big impact especially in the enjoyment of sports and other physical activities.

Teachers are highly committed and develop supportive and caring relationships with their pupils. A strong feature is the level of teamwork with teaching assistants. This is particularly helpful in establishing and guiding small groups of pupils with similar abilities and supporting those with learning difficulties. Teachers plan work that is very well matched to the needs and abilities of the pupils. However, teachers' marking is not consistent enough to ensure that all pupils understand their targets or next stage of learning. Assessment information is accurate and detailed. Records of pupils' performance are carefully analysed to track their progress. Teachers' use of assessment to enhance learning is developing. However, marking is not used rigorously enough to ensure pupils always know what to do to improve their level of work. An outstanding range of enrichment and extracurricular opportunities enhance the curriculum. These raise pupils' enjoyment and help develop skills for the next stages of education.

Leadership and management are good overall. The headteacher has demonstrated excellent leadership that has resulted in sustained improvement in the school over recent years in almost every respect. Effective staff training and delegated responsibilities are linked to rigorous monitoring of teaching. Self-evaluation is accurate and comprehensive, and pupils' performance is analysed well. Provision for pupils with learning difficulties and disabilities and for those in the Speech and Language centre are very well managed leading to their progress being as good as other pupils. Governors provide good support. Excellent liaison with external support agencies, parents and the community is contributing significantly to the quality of care. The school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children settle in the Foundation Stage quickly and make good progress as a result of good teaching through carefully planned activities. Staff are approachable and are very caring. Children enjoy learning and feel safe. Curriculum planning links all the six areas of learning within a topic. The activities in the classrooms stimulate interest and provide practical experience.

However, the activities in the outdoor areas do not provide the same level of challenge or stimulation.

The school's strong emphasis on personal, social and emotional development helps children to build positive relationships with other. Children's early literacy and numeracy skills are promoted well. They make good progress in all areas of learning and most attain the early learning goals set for their age by the time they leave the Reception Year. Children's ability to link sounds to make words and use mathematical language is weaker than other aspects.

Teaching assistants are well trained and they work closely with small groups and individuals. They and the class teachers provide good support for children who are in the early stages of learning English. For example, good use is made of pictures, books, body language and modelled words and sentences to develop children's English language skills. Independent learning skills are developed well through a careful balance of teacher-led and children's self selected activities. The Foundation Stage is well organised and managed. Assessment procedures are robust, are used to measure children's progress effectively and used consistently to plan the next steps in learning. Staff use effective strategies to plan work that support children well in their learning.

What the school should do to improve further

- Improve the way teachers mark pupils' work to set challenging and realistic targets for all pupils.
- Improve the quality of outdoor activities in the Foundation Stage area to provide the same level of challenge and stimulus as in the classroom.

Achievement and standards

Grade: 2

The school rightly judges that the pupils achieve well and this is supported by their performance in the most recent national tests and the work seen by inspectors in lessons and pupils' books. The most recent teacher assessments show that the Year 2 pupils last year made good progress to reach the standards expected for their age in reading, writing and mathematics. Girls reached higher standards than boys in the most recent assessments but this reflects the higher proportion of boys with significant learning difficulties in the school.

At Key Stage 2, National Test results last year showed broadly average standards and pupils' progress was satisfactory but slower than in previous years. The most recent data for 2007 shows pupils made good progress from Year 2 through to Year 6. Last year the percentages of pupils gaining the higher level 5 were in line with national average in English, mathematics and science. However, in 2007 the percentage gaining level 5 in mathematics was lower than in both English and science. The school has identified this dip in performance and has put in place effective strategies to address it. Standards seen in lessons overall, and in Year 6 pupils' books are in line with those expected for pupils' ages and progress is good. In general, standards of presentation of work are notably good. The progress of pupils with learning difficulties and disabilities and those learning English as an additional language is good due to the well-planned strategies used by teachers and assistants.

Personal development and well-being

Grade: 1

The behaviour of pupils in lessons and around the school is excellent. Pupils are extremely warm in nature and look after each other in the playground. They know the difference between

right and wrong and they respect their environment. Pupils enjoy coming to school and they feel safe. Attendance is good and has been improving over recent years. Pupils fully understand the need to eat healthily and they play a very active part in the many sports activities on offer. Charities are well supported with great energy, for example in raising money to support victims of international disasters. Members of the school council are learning to take on responsibilities by representing the views of other pupils. Well planned assemblies, emphasis on moral responsibility, fostering of positive relationships and frequent celebration of the diverse cultures are examples that contribute to the pupils' outstanding spiritual, moral, social and cultural development.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan lessons well, taking good account of the different abilities of pupils. Basic skills of literacy, numeracy and information and communication technology (ICT) are taught well. Work is challenging, and pupils behave very well. Relationships with staff are excellent so that pupils are confident in raising questions. Teaching assistants make an important contribution in lessons by working very closely with teachers to help manage small group in discussions and to support pupils with learning difficulties.

Teachers keep careful track of pupils' progress. Marking of books is regular but does not give enough guidance to pupils as to how to improve their work. Assessment is used well to track the performance of pupils. However, teachers are not providing enough opportunities for pupils to review their own learning. There is excellent support for pupils with learning difficulties especially through the work of the Speech and Language Centre.

Curriculum and other activities

Grade: 2

The curriculum is broad and meets pupils' needs well. Important skills in English, mathematics and science are promoted effectively. Cross-curricular links are identified and are being implemented. The school has an Active Mark Award for physical education and this has raised pupils' enjoyment of sport. Careful planning ensures pupils who are at an early stage of learning English are given work that is well matched to their needs and those with learning difficulties and disabilities are well supported. Breakfast and after school clubs provide excellent opportunities to relax and socialize. A large number of pupils enjoy and benefit from a rich variety of after school clubs. Many visits and visitors such as artists and theatre companies bring the curriculum to life. Residential visits further improve pupils' personal social skills.

Care, guidance and support

Grade: 1

The quality of care and support for pupils is a strength. There are very effective links with parents and support services and this is particularly true for pupils with learning difficulties and disabilities. Pupils, parents and teachers are all involved in formulating individual education plans for those with learning difficulties or disabilities. These are very well written and used very effectively to check that pupils are on course to reach their learning targets. There are excellent procedures for the safeguarding of pupils and these fully meet statutory requirements. Extensive health and safety risk assessments take place. Staff are well trained in first aid to

deal with emergency medical situations. Systems for tracking pupils' progress involve detailed analysis of assessment data and provide a very good basis for setting challenging targets and giving pupils appropriate support.

Leadership and management

Grade: 2

The headteacher has demonstrated very strong and highly effective leadership, clear vision and drive in addressing issues for the school, improving the curriculum and raising achievement. She is well supported by the senior team. All staff work closely together and demonstrate a strong commitment to moving the school forward. Teachers and teaching assistants are developing their roles and responsibilities as leaders well.

Detailed monitoring and evaluation of teaching by the headteacher, phase and subject coordinators is proving effective in securing improvement. There is a ready willingness by staff to undertake professional development and share good practice. Self-evaluation is embedded in the culture of the school and involves staff, pupils and governors. This leads directly to a good understanding of the strengths and areas for improvement that inform the school's priorities in its improvement plan. The school's commitment to equality of opportunity is outstanding and shown in the way all pupils are fully integrated into the life of the school.

Governors are supportive and proud of the school. They know the school well and visit regularly. Financial management is good and well planned for future development. Resources, including new interactive whiteboards and sets of laptop computers are of excellent quality. The good-sized accommodation and pleasant learning environment of the school helps to heighten the pupils' enjoyment. There has been sustained improvement in virtually every area of the school and all issues from the last inspection have been addressed successfully. The school has good capacity to improve further.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

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?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	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

2 October 2007

Dear Pupils

Inspection of Lionel Primary School, Brentford, TW8 9QT

Thank you for being so welcoming and helpful when we visited your school. We enjoyed meeting you, seeing you learn and hearing about your experience.

We think you go to a good school, learn well and we were pleased to hear that you find the teachers friendly and caring. We were pleased to see children in the nursery and reception doing well. Your behaviour is excellent and you are kind and thoughtful to others. Your teachers and the other adults in the classes work well together, are well prepared, and make sure the work is interesting and challenging. The teachers keep careful records of how well you are doing. We think your school is exceptionally caring and supportive, and that it is well led and managed.

There are two things that we have asked the headteacher, staff and governors to do to make the school even better.

- We have asked the teachers, that when they mark your books, to make sure you understand your targets more clearly and know exactly what you need to do in order to improve your work.
- We have asked for the outdoor activities in the Foundation Stage to be as challenging and stimulating as they are in the classroom.

We hope you carry on enjoying your time at the school and do well in the future.

David Benstock Lead Inspector