

Andrew Ewing Primary School

Inspection report

Unique Reference Number	102513
Local Authority	Hounslow
Inspection number	286404
Inspection dates	8–9 May 2007
Reporting inspector	Sarah McDermott

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	448
Appropriate authority	The governing body
Chair	Mr D Hawton
Headteacher	Miss M Williams
Date of previous school inspection	5 February 2001
School address	Westbrook Road Heston Hounslow TW5 0NB
Telephone number	020 8570 9942
Fax number	020 8570 6692

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is a larger than most primary schools. It serves a population with a very large number of families from minority ethnic groups. The area is more deprived than normal and more pupils than typical are eligible for free school meals. The school has a very high number of children who do not speak English as their mother tongue. The standards of children on entry to school are below the national average and they have particularly weak skills in the English language. More pupils than usual arrive and leave the school during the primary phase of education. The number of pupils with learning difficulties is average. The school has Healthy School accreditation and the Basic Skills Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Andrew Ewing is a good school. Under the strong leadership of the senior management team standards and achievement have risen since the last inspection. Pupils make good progress in the Foundation Stage in the Nursery despite many having arrived with very limited spoken English. Pupils start the main school with standards which are below national averages. Good achievement means that, by the time they leave in Year 6, standards are similar to most schools for English and science and above national averages for mathematics. Standards in writing, while broadly average, are lower than in reading because pupils' progress varies between classes.

The care of pupils is outstanding, whether pupils are well established or just arrived from abroad. The school is adept at making the most of tracking data to provide the right support if any pupils who begin to fall behind. Pupils who have English as an additional language make particularly good progress because support is extremely well organised. The school works very well with a wide range of outside agencies to bring added expertise to bolster pupils' achievement. Most parents are rightly very happy with all the school does to support them and their children. Pupils have excellent attitudes to school life. They mostly behave well. Of particular note is the way they look after each other and the school environment. By the time pupils leave, in Year 6, they are mature and very well prepared for life beyond primary school. The school has worked effectively to improve attendance to national levels.

Teaching is good. Lessons are well planned and marking helps pupils to improve their work. The curriculum is good and matches the needs of pupils well, but there are not enough opportunities for writing in different subjects. Children in the Foundation Stage are given interesting activities to promote speaking and listening and personal development. However, the change to more directed activities in Year 1 is too sudden and progress slows. There are plenty of extra-curricular activities to support healthy and safe lifestyles. The school's evaluation of how it is doing is accurate. It clearly knows its strengths and weaknesses and is already part way towards successfully tackling the priorities. Governors are knowledgeable and an asset to school management. The school provides good value for money and has a good capacity for further improvement.

What the school should do to improve further

- Raise standards in writing by ensuring the teachers consistently plan to promote writing in different subjects.
- Ensure activities and lessons in Year 1 match the learning needs of pupils as they move up from the Foundation Stage.

Achievement and standards

Grade: 2

Standards are average and the achievement of the pupils is good. When children start school their grasp of English is extremely limited and they are at levels well below expectations for children starting Nursery class. They make good progress in the Foundation Stage because the staff are particularly effective in improving their speaking, listening and social skills. By the time pupils start main school, standards have improved, although they remain below average. Pupils make satisfactory progress in the Key Stage 1 classes, despite a slow down when they first leave Reception. In 2006 standards were below average in reading, writing and mathematics at the end of Year 2. Several changes of teachers detracted from the progress of pupils. Progress

starts to speed up and is good in the junior classes. When pupils leave in Year 6, they have reached average standards in English and science. Overall standards in writing are not as high as reading because teachers are not all consistent in promoting writing. In 2006, the pupils did particularly well in mathematics and attained standards above the national average. As one pupil said 'The teachers help us to aim high'. Pupils who speak English as an additional language, including the many originating from the Indian subcontinent, and pupils with learning difficulties make especially strong progress because support is very professional and methodical. The school sets targets which are realistic and challenging. It successfully met them last year and is on track to achieve them again this year.

Personal development and well-being

Grade: 2

The personal development and well-being of the pupils are good. The view of one parent was shared by many others: 'My child is very happy at school.' Most pupils behave well. However, a few Key Stage 1 boys find it difficult to pay attention in lessons and assemblies and this occasionally spoils the learning for other pupils. Pupils are polite, well-mannered and friendly. They are very enthusiastic about school and really enjoy the activities in and out of lessons. Attendance has improved and is now just below national averages. Although the school is forceful in reminding parents of the importance of regular education, a few families persist in taking their children on holiday in term time.

The pupils' spiritual and moral development is good. Their appreciation of the many different cultures and backgrounds in the school is excellent and prepares them exceptionally well for modern day society. Pupils' social development and their contribution to the school community are impressive. They keenly take on a wide range of responsibilities, such as 'buddies' and the 'meaningful work programmes'. Although standards in literacy are average, the progress pupils have made and their enthusiasm in helping around the school prepares them extremely well for future working life. Pupils lead healthy lives and adopt safe practices to keep themselves free from harm.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning have a positive impact on pupils' achievement and enjoyment of school. Work is well matched to the abilities of different pupils so, not surprisingly, pupils say, 'We are never bored and our teachers always help us if we get stuck.' Language acquisition is given particularly good emphasis in the Foundation Stage. However, in the Reception classes teachers do not always provide enough visual resources to help learning.

Pupils know what they are going to learn in each lesson and teachers use 'success criteria' effectively to enable pupils to see for themselves how well they have done. Good opportunities are provided for pupils to improve their learning by sharing ideas with their 'talk partners'. In some lessons, learning proceeds at a more modest pace because these strategies are not as effectively applied.

Constructive marking aids pupils' progress. The best marking, in Years 5 and 6, involves pupils checking each other's work and pinpointing improvements. Progress in writing is not consistent enough because teachers do not all show pupils models of good writing. However, very strong

teaching in Year 6 gives writing a boost because teachers ensure pupils have a very clear idea of how to reach the standards expected.

Curriculum and other activities

Grade: 2

The school provides a good range of activities to engage pupils well in their learning. French is a popular addition to the required subjects of the National Curriculum. The Foundation Stage curriculum is well tailored to the needs of young children. Lessons across the school are carefully planned to link different subjects. Information and communication technology (ICT) enriches many subjects well. However, opportunities to develop writing in subjects such as science, history and geography are inconsistently applied by teachers.

There are plentiful opportunities for children to learn through active participation. However, the change from open ended and practical activities in the Reception classes to more formal teaching in Year 1 is too abrupt and does not have a sufficiently positive effect on these pupils' learning. Race equality and cultural diversity are finely woven into the curriculum and are promoted exceptionally well in assemblies. Pupils speak highly of trips and the well attended school clubs which broaden their experiences and strengthen their enjoyment of school.

Care, guidance and support

Grade: 1

The care of each and every pupil is very much at the heart of the school. Pupils justifiably feel safe and secure. The school meets all statutory requirements for safeguarding children. Children are settled in extremely effectively when they start Nursery because there is very close communication with the parents. Pupils indicate that there are few instances of bullying and that these are dealt with effectively. The 'thought' and 'worry' boxes are used well to raise concerns and pupils are confident that adults will sort out their problems. The school helps pupils to become very sensible and active members of the community.

There is very good support for pupils with specific needs. Individual education plans which include photographs are particularly effective because pupils with learning difficulties and their parents can easily see if targets are being met. Pupils who are learning English as an additional language receive especially good provision and so come on in leaps and bounds in their learning. Academic assessment procedures in the school are very effective. The school is extremely quick to help pupils catch up if they are falling behind. Pupils know their targets for learning exceptionally well and can identify them well into their lessons.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, deputy headteacher and inclusion manager are a very strong team and provide excellent leadership. Although there are several vacancies amongst the subject leaders and a high number of newly qualified and supply teachers, the senior management team is ensuring consistent leadership in the meantime to accomplish good outcomes for the pupils. Leaders are particularly effective in making the school a happy and caring place. The school is very successful at including all pupils, whatever their backgrounds or whenever they arrived at school, in all activities.

The school has good ways to evaluate how it is doing. Senior managers have a close knowledge of how pupils are progressing because they are very confident in analysing data. They consult with pupils, parents and staff regularly to ensure they are aware of what is going well and what needs attention. Good use of the 'on line' school development plan means the leadership team can see at a glance how the school is moving on and identify where action needs to be accelerated. Financial management is good. Governors are knowledgeable about the strengths and weaknesses and confident to challenge the leadership team to strive for further improvement.

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
How well does the school work in partnership with others to promote learners' well-being?	2
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

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?	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	1
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	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?	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 performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

18 May 2007

Dear Pupils

Inspection of Andrew Ewing Primary School, Hounslow, TW5 0NB

Thank you for making us very welcome in your school. We enjoyed meeting you and were pleased that you were happy to share your ideas and views about the school with us.

You told us that you really enjoy school and get on well with your teachers. Your parents are particularly pleased that you go to Andrew Ewing because you are taught well and make good progress. We agree that it is a good school. The school gives you plenty of interesting activities to help you learn. We were impressed with the grown up way you take on jobs such as councillors and buddies and take part in the 'meaningful work programmes'. However, we have noticed that too many of you have days off school to go on holiday. We know that you understand how to keep healthy and safe. You are very lucky to have your own allotment to grow healthy fruit and vegetables. Most of you behave very well, but some Key Stage 1 boys occasionally spoil lessons with thoughtless chatter. Teachers look after you especially well and we think the way you care for each other is very good. Your headteacher and senior teachers are running the school very effectively.

To make the school even better we have asked your headteacher and governors to do two things:

- Give you plenty of chances to write so that you can reach higher standards in your English.
- Make sure children moving up from Reception to Year 1 continue to have enough time to learn from 'hands on' activities.

We thoroughly enjoyed our visit to your school. I am sure all your teachers will continue to work to make your school a special place for you. You can do your bit by continuing to be positive, helpful and make the most of your time at Andrew Ewing.

Mrs McDermott Lead inspector