



# Neasden Primary School

## Inspection Report

**Unique Reference Number** 117799  
**Local Authority** Kingston-upon-Hull  
**Inspection number** 290929  
**Inspection dates** 14–15 November 2006  
**Reporting inspector** Keith Bardon

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

<b>Type of school</b>	Primary	<b>School address</b>	Neasden Close
<b>School category</b>	Community		Wembley Park Avenue, Hull
<b>Age range of pupils</b>	3–11		HU8 0QB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 791169
<b>Number on roll (school)</b>	245	<b>Fax number</b>	01482 781076
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Anthony Wiles
		<b>Headteacher</b>	Miss Caroline Breslin
<b>Date of previous school inspection</b>	11 June 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	14–15 November 2006	290929

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school draws its pupils from a wide area which has average social and economic characteristics. The movement of pupils in and out of the school is higher than normal and over half come from outside the school's own catchment area. All pupils are English speaking and with a few exceptions are from White British backgrounds. An average proportion of pupils have learning difficulties and/or disabilities and the children's attainment when they first start school is much as expected for that age. There are more boys than girls in most years, particularly in Year 3. There is a long-established, privately managed playgroup on site.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory school. Pupils' achievement is satisfactory. Pupils make steady progress and leave at the end of Year 6 with broadly average attainment. Results of the national tests are generally average, although the proportion of Year 6 pupils exceeding the above average levels fell in 2006 and was below the targets set by the school. The provision made for Foundation Stage children is satisfactory and by the end of Reception the majority of children have the expected knowledge and skills for their age. Children make faster progress in Reception than in Nursery because the teaching is better.

Most pupils behave well, although a minority need periodic reminders of what the school expects. They are willing to learn and try hard to produce work of a good quality. Their understanding of important issues, such as how to stay safe and healthy is good and they enjoy warm relationships with staff who know and care for them well. Pupils develop a strong sense of responsibility and, older ones in particular, regularly give up their time to help around school. Staff check pupils' progress closely and take appropriate action to meet their needs. Parental support for the school is good with the comment that Neasden is a 'lovely, well run school' typical of the views expressed to inspectors.

Teaching is satisfactory overall, although some good lessons were seen. Most lessons are interesting and the work set for pupils encourages their full participation. On occasions, when this is not the case, pupils' progress slows. Lessons are generally managed well and build logically on what pupils have learned previously. Pupils' concentration is generally good and they take the opportunity to think for themselves. The curriculum is colourful and provides all pupils with equal opportunities to learn. Pupils enjoy a very good range of extra-curricular activities which extends their skills and adds much to their enjoyment of school.

Careful and detailed analysis of information ensures that the headteacher and governors have a clear and accurate picture of where the school stands and what needs to improve. Development plans focus on the most important issues but do not draw the information together well enough, adversely affecting the pace of improvement. The school has made satisfactory improvement since it was last inspected. Most of the issues from the last report have been tackled, although those concerning provision in the Foundation Stage have still to be fully resolved. The school has stabilised after a period of uncertainty. The headteacher and governors recognise what the school is capable of and are planning constructively for the future. The school's capacity for further improvement is satisfactory.

### **What the school should do to improve further**

- Ensure that higher ability pupils reach their full potential and meet the targets set for them.
- Enable the children in the Nursery to make better progress by raising the quality of teaching.

- Accelerate school improvement by improving the quality and effectiveness of the school development plan.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and standards are broadly average. While children make satisfactory progress overall in the Foundation Stage, they make more progress in Reception than in Nursery because the provision is better. By the end of Reception, children's attainment meets expectations for their age in the different areas of learning. Pupils continue to make satisfactory progress in Years 1 to 6 and at the end of Year 2 and Year 6 standards match the national average. Up to and including 2005, assessment results for Year 2 pupils were showing a steady rise in attainment. They fell in 2006 but almost one in three of the pupils had learning difficulties and/or disabilities. The national figures have yet to be finalised but, all things considered, these results were satisfactory. The results attained by Year 6 pupils in the national tests have hovered close to the national average since the school was last inspected. A majority of pupils reach the expected level in English, mathematics and science and the school consistently meets its targets for average performing pupils. The proportion of pupils attaining at an above average level varies from year to year. In 2006 it increased in reading but fell in writing, mathematics and science and in these three subjects the school missed its targets for higher attaining pupils. On occasions, girls make faster progress than the boys but there is no consistent pattern and in most years the achievement of boys and girls is similar. Pupils with learning difficulties and/or disabilities are supported well. They make satisfactory and at times good progress towards their individual targets.

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

### **Grade: 2**

Pupils' personal development and well-being are good. They enjoy school and have positive attitudes towards it. Attendance is satisfactory and broadly average. Behaviour is mostly good and pupils show respect for adults and each other. Occasionally, pupils let their attention wander when the work fails to engage them and children take some time to settle when they move from Reception into Year 1. Pupils show good understanding of how to maintain a healthy lifestyle, which the school promotes through the provision of healthy food and regular physical activities. The sporting awards pupils regularly achieve do much for their self-esteem. Pupils say that they feel safe in school and that bullying is rare but if it does happen it is dealt with quickly. Contributions to the community are made in several ways, for example, festive performances are held for the elderly and fund-raising for local and national charities. The school council makes an active contribution to the school community and has been responsible for the provision of playground equipment. In discussion, Year 6 pupils agree that they feel well prepared for what lies ahead at secondary school and in later life. The provision for pupils' spiritual, moral, social and cultural development

is good. Their needs are met well through collective worship, regular visits from a local minister and the 'tree of kindness' through which they are encouraged to think about others and are rewarded for doing so. Visitors to the school help pupils to learn about different faith traditions and an annual European day provides opportunities to learn about other languages and cultures. Issues from the last inspection have been addressed thoroughly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall and examples of good teaching were seen during the inspection. In the majority of lessons there is a brisk pace, challenging questions and a variety of activities which are lively and stimulating, thereby maintaining the interest of pupils. On occasions, the pace is slower, lacks variety and work is insufficiently challenging so that pupils lose interest. Relationships are good and lessons prepared and resourced thoroughly. Lesson aims are shared with pupils so that they know exactly what they are to learn and plenary at the end effectively consolidates the gains they have made. Pupils are encouraged to work collaboratively through paired discussion groups which also helps to develop their speaking and listening skills. Teaching assistants provide valuable support for those who need it and work is suitably differentiated to match pupils' needs in most lessons. Homework is set regularly and pupils are encouraged to become independent learners through research in class and on occasions at home. The teaching in the Foundation Stage is satisfactory overall but more effective in Reception than in Nursery. Lessons in Reception are geared to the way young children learn best and provide them with a well balanced diet of teacher-led and free choice activities. The teaching in Nursery provides some worthwhile learning experiences but is less consistent in quality and does not provide the same stimulus for learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and meets the needs of the pupils, including those with learning difficulties and/or disabilities. All the required subjects are taught and personal, social, health and citizenship education is a regular feature. Emphasis is placed on creativity and opportunities are provided for pupils to acquire key skills, such as the ability to solve problems. The introduction of French has added an enjoyable extra dimension to the curriculum for older pupils. Staff have begun to link subjects to increase cohesion and, although this work has still to be completed, it is having a positive effect on pupils' learning. The Fire project in Year 2, for example, encompasses work in many subjects such as art, science, history and English. The curriculum in the Foundation Stage is satisfactory but better organised and more productive in Reception than in Nursery. Initiatives to improve outdoor provision and the free choice of activities are underway but are only partially complete. The school provides an extensive range of

clubs and additional activities which are well attended and much appreciated by both pupils and parents. The success pupils achieve in many competitions is a source of considerable pride. Regular visits and visitors make a valuable contribution to pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Safeguarding procedures are in place and all staff are aware of the appropriate procedures to be followed when necessary. Health and safety issues are dealt with promptly and reviewed on a regular basis. Risk assessments are carried out where appropriate. Pupils feel that there is always someone they can turn to if they need help and support: either a member of staff or a playground buddy. The school supports pupils' personal development well. Good use is made of external agencies and coaches to help with sports; for example, a local rugby league club helps to coach Year 5 pupils. There is good support for pupils with learning difficulties and/or disabilities whose progress is regularly reviewed. Assessment and tracking procedures are good and pupils are aware of their targets for improvement. Parents are kept informed of their children's progress through parents' evenings and are consulted during target setting. The school has an open door policy so that parents may speak to staff at any time.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher has a clear vision for the school and an accurate picture of its strengths and weaknesses. Under her leadership the school has maintained a positive ethos during a period of considerable uncertainty. Systems for checking how well the school is performing are satisfactory and priorities for development reflect the school's most pressing needs. Much of the information required to plan for improvement is held in individual action plans, which are numerous and often contain a mixture of information. The school development plan does not bring this information together well enough to act as the key guidance document. This makes implementing changes, monitoring their impact and bringing about improvement more difficult than they should be. Information available to the school from outside sources is analysed rigorously and honest evaluations made of its implications. The school's self-evaluation is, however, a little too generous in some of its judgements. Following a change of staff, management responsibilities have recently been rearranged. The new structure is satisfactory but does not fully reflect the contribution to achievement and standards made by individual members of staff. Teaching and learning are monitored regularly and thoroughly. Outcomes are acted upon promptly and support provided where improvement is needed. Governors play an active part in the life of the school and keep a careful check on the quality of education it is providing. The school has a pleasant atmosphere and runs smoothly

from day to day. Finances are managed efficiently and the school provides satisfactory value for money.





## 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?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### 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>	2
<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	3
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Neasden Primary School

Neasden Close

Wembley Park Avenue

Hull

HU8 0QB

14 November 2006

Dear Pupils

Thank you very much for the very friendly welcome you gave us when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school.

There were lots of things we liked about the school. It was obvious when we spoke to you and watched you in lessons and at playtimes that you are very happy at school and enjoy the many interesting activities teachers provide. You obviously get on well with your teachers and with each other and the school has a nice atmosphere. Most pupils behave well and in most of the lessons we saw, everyone was working hard and trying their best. You clearly understand how important it is to eat healthily and to take regular exercise. We were quite envious of the many clubs you can choose from and can be very proud of the sports trophies you win. We are pleased that you feel well cared for and that someone will always help if you have a problem.

We also looked at what the school might do to get even better and made a few suggestions:

- help more pupils to work at a high standard and achieve the highest level in the national tests. You can help by always working hard and trying to reach the highest level that you can
- help Nursery children to learn more quickly when they first start school
- make sure everyone is clear about how to make the school even better.

Yours sincerely

Keith Bardon

(Lead inspector)