

Guru Nanak Sikh Primary School

Inspection report

Unique Reference Number	131927
Local Authority	Hillingdon
Inspection number	293889
Inspection dates	12–13 July 2007
Reporting inspector	Sean O'Toole

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	293
Appropriate authority	The governing body
Chair	Sant Baba Amar Singh Ji
Headteacher	Mr Rajinder Sandhu
Date of previous school inspection	21 June 2005
School address	Springfield Road Hayes UB4 0LT
Telephone number	020 8561 6318
Fax number	020 8573 6165

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This oversubscribed school is in a mixed socio-economic location and draws pupils from a wide area. The vast majority of pupils have families with Indian heritage and none is from a White British background. Almost all speak Punjabi at home. A very small proportion have learning difficulties and two have statements of special educational needs. The school has experienced significant staff changes in recent years. It was removed from special measures in 2005 and moved to new accommodation in 2006 when the Nursery was re-opened. The headteacher also leads the secondary school which shares the same site.

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 several outstanding aspects. It has excellent capacity to improve. One parent said, 'It has come a long way in a short time.' Parents are justifiably pleased with the school and cite the influence of the inspirational headteacher and dedicated staff as reasons for its success. Another said, 'In the past our children were not successful enough and now they have become highly motivated learners.' Standards have risen substantially and are now well above average in mathematics and science and above average in English. Pupils make an excellent contribution through their hard work, exemplary behaviour and outstanding personal qualities.

At the heart of the school's philosophy is the aim to promote effective learning, caring attitudes and responsible young citizens. As one girl said, 'We care about each other and respect everyone, that is our way.' Pupils concentrate well, stick at tasks and work cooperatively, skills which prepare them excellently for later life. They also have an excellent understanding of how to live healthy and safe lives. Pupils feel valued and are involved much in making decisions. They are enthusiastic and enjoy the opportunities to be involved in the school and wider community. Attendance is good. The vibrant curriculum is enhanced by excellent links with the secondary school and the contribution of parents and other agencies.

Much of the teaching is good. Lessons are planned and prepared thoroughly and there is a strong emphasis on promoting basic skills. Relationships in the classrooms and behaviour management are excellent. In some classes teachers make good use of marking and targets to help pupils to understand what they need to do to improve but this practice is not consistent. Staff make it clear what pupils need to learn and explain tasks carefully but sometimes these activities are not matched well enough to the abilities of all pupils. This results in some loss of opportunities to move learning on at a brisk pace.

Children in the Foundation Stage make good progress in all aspects of their work because of the good teaching. They achieve well. Achievement in the rest of the school is good and in Years 5 and 6 pupils make excellent progress because of high quality teaching. Provisional results for national tests at the end of Year 6 show that standards are rising. The school has correctly identified the need to improve writing. Some improvements have been made to spelling and extending pupils' vocabulary but pupils do not have sufficient opportunities to apply their literacy skills in a range of subjects.

Underpinning the school's success is the excellent teamwork under the outstanding leadership of the headteacher. One parent said, 'He is the best thing ever to happen to this school, he is dedicated and has raised everyone's expectations, including the parents.' Rigorous monitoring and regular checks on pupils' progress leave no room for underachievement. The staff are highly self critical and accurately identify strengths and weaknesses. Because all are ambitious for the school's success they devise well focused plans and constantly measure progress in meeting their goals.

What the school should do to improve further

- Raise standards in writing, focusing on providing more opportunities for pupils to use their skills in a range of subjects.

- Improve some aspects of teaching, including raising the pace of some lessons, ensuring a better match of work for all pupils and making more consistent use of marking and target setting to guide pupils on the next steps in their learning.

Achievement and standards

Grade: 2

Children make good progress in the Foundation Stage and are particularly successful in their personal, social and emotional development. They enjoy working together and make rapid improvements in their communication and mathematical development. By the time they start in Year 1 most are working at levels which are appropriate for their age. Throughout the school, those with learning difficulties make good progress. Those at an early stage of learning English quickly become confident in communicating with their peers and benefit from opportunities to work in their home language as well as English.

Following a dip in standards in 2006 the school has robustly tackled shortcomings. Progress and achievement are good. Pupils in Years 5 and 6 achieve outstandingly well. The most recent national tests results at the end of Year 6 are particularly impressive in mathematics and science. Standards in English have also improved and are above average although more remains to be done to lift standards in writing to the same high levels as in mathematics and science. Pupils have above average skills in information and communication technology and make good use of computers to support their work in other subjects.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils are highly motivated and have a well developed understanding of the Sikh principles of equality, humility and working hard. Their excellent behaviour and impeccable manners contribute much to making the school a caring and happy place. Their outstanding spiritual, moral, social and cultural development is shown in their awareness of the needs of others, appreciation of all cultures and traditions and a strong sense of justice. Children in the Foundation Stage thrive because they have many opportunities to learn how to play and work together. They confidently make choices and love practical work. Pupils are immensely proud of their school, eager to succeed and determined to make a contribution to their own and wider communities. They enjoy working together, raise funds for charities and support younger children through initiatives such as the playground friends. Pupils have an excellent knowledge of healthy lifestyles and keeping safe. They relish the excellent school meals and participate energetically in a range of sports. One pupil summed up the feelings of many saying, 'I love school, all the learning is fun and we get on well together so that everyone feels cared for.'

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers in the Foundation Stage are skilful in providing a balance of activities so that children find learning practical and fun. Throughout the school, teachers plan and prepare thoroughly and make good use of interactive whiteboards to enhance learning. Objectives are made clear so that the pupils understand what they are going to learn. Those needing support because of learning difficulties are well supported and encouraged to

join in. Staff conscientiously marks the pupils' work but not all set targets for improvement to guide pupils on how they might improve. Most lessons have a good balance of input from the teacher and opportunities for work but sometimes tasks are not matched well enough to the different abilities in the class. Good humour contributes to pupils' enjoyment of learning. Parents and pupils commented on how homework contributes much to their understanding.

Curriculum and other activities

Grade: 1

The curriculum is outstanding, draws on the pupils' experiences and contributes much to their learning and personal development. In the Foundation Stage, children are excited by the opportunities provided and find that learning is fun. Pupils and parents are full of praise for the way that specialist secondary teachers and excellent resources are used to enrich pupils' experiences in science, design and technology and ICT. The use of computers is especially good and includes video conferencing with other schools and astronauts at the space centre. Several gifted and talented pupils have recently completed GCSE examinations in Punjabi. Pupils enjoy the range of extra curricular activities although they would like more clubs. Staff focus much on meeting everyone's needs through the excellent programme for personal, social and health education which includes teaching about relationships and health issues.

Care, guidance and support

Grade: 1

The school provides excellent care and support for its pupils. As one parent said, 'All staff know about my child and share with his successes and problems.' Staff have an acute awareness of child protection matters and risk assessments are robust. Safeguarding pupils' receives high priority and governors place a strong emphasis on health and safety. Pupils say that they feel safe and that adults respond immediately to their worries. Vulnerable pupils are nurtured and supported. Academic guidance is good and there is some outstanding practice where teachers pinpoint the next steps in learning to guide pupils on how to succeed. The school has introduced an assessment system which gives parents access on-line to their children's progress in mathematics.

Leadership and management

Grade: 1

Outstanding leadership and management has led to excellent improvement since the last inspection and rapidly rising standards. Leaders make good use of the robust system to check on the effectiveness of teaching and learning and the rigorous analysis of test and other data to guide them when setting sharply focused targets for improvement. The headteacher, staff and governors firmly believe that all pupils deserve the best and it is a tribute to their professionalism that the school has moved on so quickly. Staff turnover and the rebuilding project have been managed exceptionally well. Senior staff have brought improvements to assessment, the Foundation Stage and standards. The good middle managers are also developing ways of linking the work in subjects and have met with good success in ICT.

Parents are delighted by the improvements and speak in glowing terms of the staff who, they say, 'Inspire our children to be the best.' They feel fully involved in decision making and value the efforts the school makes to consult them. The headteacher, with the excellent involvement

of governors and staff, has accurately identified the school's strengths and areas for development. The strategic plans prioritise the next steps in improvement and include challenging targets and suitable measures of success.

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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
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?	2
The standards ¹ reached by learners	2
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 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.

Annex A

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	2
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	2
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

3 September 2007

Dear Pupils

Inspection of Guru Nanak Sikh Primary School, Hayes, UB4 0LT

Thank you all for the excellent way in which you welcomed us to your school. You are justifiably proud of all the school does for you and for your own successes in many areas. We thoroughly enjoyed our visit especially having opportunities to talk to you about your work. We were very impressed with your behaviour and positive attitudes to the school and each other. We agree with your headteacher and staff that yours is a good school with outstanding features.

You all work hard and it was good see how much you have improved in English, mathematics and science. Your ICT work is really good. Just about everyone said how happy they are school. You understand the importance of helping each other and working hard. It was good to see how the playground helpers look after those who are feeling lonely and how much effort you make to support charities. The staff make lessons interesting and most of the teaching is good. We soon learned that you love your headteacher who has done so much to improve the school. The other staff also work hard to make sure that you are cared for. It was interesting to hear you say how important you feel it is to learn and how much you enjoy lessons and other activities.

Even in such a good school there are things to do. We have asked the teachers and governors to find more ways of helping you to improve your writing and you can help by trying to use more interesting vocabulary in your stories and other work. We also think that some lessons should be a bit more challenging and that you should have more guidance when the teachers mark your work. You can help by taking note of their comments and always doing your best.

We wish you well in the future and hope that you will always be as happy in school as you are now.

Sean O'Toole Lead Inspector