

Selborne Primary School

Inspection report

Unique Reference Number	101886
Local Authority	Ealing
Inspection number	307836
Inspection dates	24–25 January 2008
Reporting inspector	Barnard Payne

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	449
Appropriate authority	The governing body
Chair	Mr A Parmar
Teacher in charge	Ms G Harwood-Smith (Leadership Consultant)
Date of previous school inspection	6 May 2003
School address	Conway Crescent Perivale UB6 8JD
Telephone number	020 8997 1947
Fax number	020 8810 7355

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

There is significant pupil mobility in this large primary school. A high number of pupils are from minority ethnic groups and many pupils' first language is not English. A growing number are from the Polish community. The proportion of pupils eligible for free school meals is similar to the national average. The number of pupils with learning difficulties and disabilities is a little below average. Following the departure of the headteacher in December 2007, a leadership consultant is currently leading the school, pending the appointment of a permanent headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Selborne provides a satisfactory quality of education. The school is a stable and well-ordered environment. Senior leaders and other staff have ensured that pupils are well cared for and their needs met despite high staff turnover and changes in leadership.

Pupils' achievement is satisfactory. Many children enter the Foundation Stage with skills less well developed than in most schools. They have particular difficulty with language. In Key Stage 1, standards in reading and writing are well below average and the school has identified boys' writing, in particular, as a key improvement target. This partly reflects the intake of pupils, many of whom are at an early stage of acquiring English. Standards in mathematics are broadly in line with the national average. The school has improved its Key Stage 2 results over recent years. This shows that the school is addressing pupils' needs more effectively through targeted support and intervention. Attainment in English is now in line with the national average while in previous years it was significantly below average. Mathematics and science standards are also in line with those expected by the end of Key Stage 2. Girls in Key Stage 2 do much better than boys in English and science. Relatively few pupils reach higher levels in any subject at either key stage. Pupils with learning difficulties and disabilities and those at early stages of learning English make satisfactory progress.

Teaching is satisfactory and there is a core of good teaching in the school. Teachers plan their work well to ensure pupils are clear about what is expected and teaching assistants provide effective support. Planning does not take sufficient account of higher attaining pupils, who often need more challenge in order to reach the highest levels. The school provides a satisfactory range of learning opportunities. It is working to improve its curriculum planning in order to provide more challenge.

Pupils' personal development is satisfactory. Pupils enjoy school and their attendance is similar to the national average. Their behaviour is good and pupils respect the adults with whom they work. They feel safe and at ease with one another. Pupils joining the school at different points in the year integrate happily due to the support the school provides. Pupils show good, healthy attitudes towards diet and exercise. Their preparation for their future economic well-being is satisfactory. They acquire the literacy, numeracy and information and communication technology (ICT) skills they need. The school is planning to increase opportunities for them to use these.

The school's senior leadership team, ably led by the leadership consultant, is becoming better established to take on greater responsibility. Leaders have been accurate in their evaluation of the school's performance. They are putting in place strategies designed to bring about improvement. The school successfully addressed the issues identified in the last inspection. Recent planned actions, for example in the use of assessment to raise achievement, show that effective steps have been taken to promote further improvement. The school has new challenges to face and recognises that there is much yet to be done. At this stage, it is too early to judge the impact of newer initiatives, but current school performance shows that the capacity to improve is satisfactory.

Effectiveness of the Foundation Stage

Grade: 3

Children settle well into school routines and make satisfactory progress. They gain independence in choosing activities and respond well during whole-group sessions. The school is developing

the curriculum to provide a broader range of activities for children to choose, as well more adult directed activities, making the fullest use of staff and resources. Whilst there is a planned approach to monitoring what children choose to do, some children are left to their own devices too much, so do not settle or sustain their learning. Teachers' planning includes focused activities where speaking and listening skills are encouraged. Records provide a coherent picture of each child's development over time. The development of rotated activities and the enhanced use of outdoor areas are beginning to have a positive effect on the development of children's skills in all areas of learning.

What the school should do to improve further

- Raise achievement and standards in reading and writing, particularly in Key Stage 1, and for boys across the school.
- Raise the quality of teaching and learning, particularly by providing more challenge for more able pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement and standards at the end of Key Stage 1 are broadly satisfactory. Standards in mathematics are in line with the national average but standards in reading and writing are significantly lower. The percentage of pupils attaining higher levels in reading and writing are also below average. The achievement and standards of pupils at the end of Key Stage 2 are also satisfactory. There is a trend of gradual improvement in Key Stage 2, but the percentage of pupils achieving above the expected level is lower than the national average for English and mathematics. Pupils at the early stages of acquiring English settle well and sometimes make rapid progress, especially where teaching and support are at their most effective.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being is satisfactory overall. Their spiritual, moral, social and cultural development is good because they respond well to opportunities to reflect on their attitudes and values. In an assembly, pupils considered how people differ in appearance but are similar inside, and how by working together they could achieve more. Pupils' behaviour is good. They show tolerance and respect. Most pupils enjoy school as shown by the improving rate of attendance and punctuality. They feel safe and have good awareness of safety issues. Pupils contribute to the wider community by taking part in fundraising activities. Activities such as selling fruit during break provide additional opportunities for pupils to prepare for their future economic well-being. They take advantage of opportunities to talk and discuss their learning. Pupils develop their independence by taking on some responsibilities in and around the school.

Quality of provision

Teaching and learning

Grade: 3

Teachers set clear objectives. They have positive relationships with their pupils and mostly manage their classes effectively. There are a few instances, however, where shortcomings in the planning and organisation of activities lead to pupils losing interest and concentration. Pupils enjoy their work. There is some very effective teaching that sets high levels of challenge. Although teachers plan work satisfactorily, in some lessons there are insufficient opportunities to challenge more able pupils. Teachers' use of assessment is improving however, and there are good examples in both key stages of work that takes full account of the range of needs. For example, in a Key Stage 1 lesson, pupils worked on a variety of reading tasks to help them in their science topic. Teachers make effective use of new technology to present lesson materials. In a Key Stage 2 English lesson, highly effective use of the interactive whiteboard, with the teacher's skilled use of questioning and vocabulary, contributed to pupils' outstanding speaking and listening. Teachers' marking is constructive and shows pupils what they have done well and what they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum covers all statutory requirements. It meets the needs of most groups, apart from more able pupils. This is recognised by the school, which is starting to provide more challenge for them and has recently established extra provision for gifted and talented pupils. It is too early to assess the outcomes. The school provides satisfactorily for pupils' personal development, and this is good in some aspects. It also provides a satisfactory range of extra-curricular activities that enable pupils to take part in sports and musical activities. Special events, such as Big Arts Week, supplement the range of learning opportunities.

Care, guidance and support

Grade: 3

Staff ensure that pupils are safe, healthy and well cared for. Arrangements for safeguarding pupils are secure and well maintained. Risk assessment procedures are sufficiently rigorous. The school makes good provision for pupils at an early stage of acquiring English and for those with learning difficulties and disabilities. For example, the school provides modified ICT resources for some pupils. The school identifies vulnerable pupils early and has appropriate support to help them to make progress. The school works well with parents and outside agencies such as the RNIB to support the achievement of pupils. Assessment procedures are robust and enable teachers to identify those pupils who do not make sufficient progress. Levels of achievement show that many pupils need more challenging personal targets in order to make good progress.

Leadership and management

Grade: 3

The newly appointed leadership consultant is working effectively with the school's senior leadership team and placing a clear emphasis upon improving the quality of teaching and learning in order to raise standards. Leaders at all levels are directing improvement effectively.

Strategies to address weaknesses have been put into place, though they are too recent for an assessment of their sustained impact on standards to be made. Staff morale is good. They feel valued and there is a commitment to improvement. Previously, staff and governors had not been sufficiently involved in the school's self-evaluation and improvement processes. They now have a realistic view of the quality of provision and of standards. The monitoring of teaching and learning has become more systematic and rigorous, with a focus upon supporting teachers to improve their practice in the classroom. Governors are supportive of the school and are committed to its improvement.

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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?	3
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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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

07 February 2008

Dear Pupils

Inspection of Selborne Primary School,,UB6 8JD

Thank you all for making us so welcome in your school. We really enjoyed talking with you and seeing your work in lessons. We were impressed with how well you behave and get on with one another. We know that many of you join the school speaking little or no English and this can make it difficult in class. We are pleased to see that you work hard to learn English and that the adults and other pupils in the school help everyone feel safe and welcome. Over the past few years, the school has experienced many changes of teachers and headteachers, but the adults in the school have continued to make sure it is a safe, enjoyable place in which to learn.

Your school provides a satisfactory education for you and the teachers are working hard to make it an even better school. Many pupils find reading and writing difficult in Key Stage 1. Boys in the school do not do as well as girls. The staff are putting things in place to improve the school. We have asked them to focus particularly on:

- raising standards in reading and writing in Key Stage 1, and for boys throughout the school
- ensuring that lessons challenge all of you to do your very best, especially those who find learning easier.

You can help the staff by taking every opportunity to read and by finding out what the best writing looks like. Boys need to work especially hard at this.

I wish you every success,

Barnard Payne

Lead Inspector