

West Green Primary School

Inspection report

Unique Reference Number	102115
Local Authority	Haringey
Inspection number	307903
Inspection dates	2–3 October 2008
Reporting inspector	Keith Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	232
Government funded early education provision for children aged 3 to the end of the EYFS	54
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Jackson
Headteacher	Ms Vivette Sewell
Date of previous school inspection	20 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Woodlands Park Road London N15 3RT
Telephone number	020 8800 4676
Fax number	020 8802 8297

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

West Green is an average sized primary school that serves a very diverse community. Almost all the pupils are from minority ethnic backgrounds. At present, there are 32 different first languages spoken. A majority of pupils are at an early stage of learning English. The proportion of pupils eligible for free school meals is exceptionally high. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Many of these pupils have speech, language and communication difficulties or moderate learning difficulties. The school has a speech and language resource base that serves pupils up to Year 2 from the whole of the borough. It currently has eight pupils on roll. The school has a Nursery and Reception unit for children in the Early Years Foundation Stage (EYFS). The school has an after school club on the site that is not managed by the governing body. Governors manage a school breakfast club. The school has an unusually high proportion of pupils that are admitted in Years 4, 5 and 6 who are new to the British education system. A number have had no previous schooling.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

West Green is a satisfactory and improving school. It provides a calm and safe environment that is appreciated by pupils and parents. Relationships between the staff and pupils are good and this supports the pupils' learning well. Pupils' views are valued and respected by staff. As a result, behaviour is good and pupils have positive attitudes. Even though many families take extended holidays, pupils' enjoyment of school is reflected in their average attendance. Their personal development is good. There are high levels of care and support. The many vulnerable pupils have their needs identified quickly and there are many support programmes in place to enable them to gain confidence both in their personal and academic development.

Achievement is satisfactory overall though pupils with learning difficulties, particularly those in the speech and language resource base and those with moderate learning difficulties make good progress because the provision for these pupils is good. Standards are below the national average at the end of Years 2 and 6 though they are improving. Provisional results in the 2008 national tests for pupils at the end of Year 2 are better than the previous year, and a large majority of pupils attain the expected level. However, both in Year 2 and Year 6, few pupils gain the higher levels. The quality of teaching and learning is satisfactory. Whilst there is some good and outstanding teaching, it has not been sufficiently consistent to ensure that pupils make good progress. This is because lesson plans are not always appropriately matched to the pupils' learning needs, and teachers do not make consistently clear to pupils what they have to do to meet lesson objectives.

There is a clear determination by senior staff to ensure that pupils' progress is accelerated and good improvement projects have been put into place to strengthen provision. As a result, teaching and learning are becoming more consistent and current Year 5 and 6 pupils are on course to attain standards that are much closer to the national expectations in English, mathematics and science. However, there are still too few pupils on track to attain the higher levels, particularly in writing. The curriculum is satisfactory and all requirements are met. There are strengths in the additional activities provided, and within the good quality programme for supporting pupils' personal and social development. Although staff have commenced a programme for ensuring that literacy, numeracy and information and communication technology (ICT) skills are planned into topics being taught, this has not yet been completed.

Leadership and management are satisfactory. The school has good systems in place to check provision and pupils' performance and information has been used well to devise a good quality improvement plan that is focusing on tackling the right priorities. For example, analysis revealed that standards in writing were weaker than other areas because pupils' sentence construction and punctuation were poor. As a result, there have been considerable changes to the teaching of literacy and there are signs from work in pupils' books that these areas are now stronger. There is a robust system to monitor pupils' progress and these data are used effectively to ensure that any pupils in danger of slipping behind expectations are quickly identified and extra help provided. Governance is satisfactory. Although governors support the school well and are committed to its improvement, at present, they are over-reliant on the headteacher for information because there is no systematic programme in place for them to gather information for themselves. This limits their ability to question the school and to hold staff to account.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good leadership and management of the EYFS ensure that provision is effective and children are provided with a good start to their education. Central to this is the very thoughtful and detailed planning for both indoor and outdoor activities, which helps to encourage and engage children in their learning. The quality of teaching and learning is good with staff promoting positive relationships, encouraging children to collaborate and having a clear purpose for activities. Because there are 18 different languages spoken by the 22 children on the roll in the Nursery, staff are mindful of the need to ensure that children gain confidence in speaking English. Almost all children are provided with support in their own language, which helps them to feel secure and safe, so they learn English quickly. Even though children's skills on entry to the Nursery are exceptionally low in comparison with expected levels, because they are supported well they quickly build relationships with staff and each other.

Every opportunity is taken to celebrate festivals and successes and to involve as many parents as possible. The Eid party during the inspection was a joyous occasion! There was wonder in the children's eyes because they were excited and motivated by the event. Many parents made food with the children, a father helped children to make and paint models of the mosque, and a party for parents and children was held where children thrived in the positive and inclusive atmosphere. Children are valued and nurtured and they benefit from clear routines and staff modelling of good behaviour, kindness and care towards each other. However, even though they make good progress and achieve well in all aspects of their learning, by the time they enter Year 1 very few meet the expected learning goals, with none exceeding them.

What the school should do to improve further

- Raise standards particularly at the end of Key Stage 2 in all subjects but principally in writing and by increasing the number of pupils gaining the higher levels.
- Improve teaching and learning by ensuring that work more closely matches pupils' learning needs, and by making clear to pupils what they have to do to succeed in lessons.
- Complete the task of integrating key literacy, numeracy and ICT skills into topic plans.
- Strengthen the governors' role in holding the school to account.

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

Standards are below average but pupils' achievement is satisfactory given their starting points. Progress is good across all areas of learning in the EYFS and particularly in the children's rapid learning of English. However, because children begin school with skills that are exceptionally low in comparison with those expected for their age, few attain the expected standards on entry to Year 1. Between Year 1 and Year 6, progress has been erratic because of a legacy of ineffective lessons. This means that pupils have been making limited progress particularly, in mathematics and writing. Standards at the end of Year 2 are rising and provisional 2008 results show that they are at expected levels in reading, writing and mathematics. At the end of year 6, results have been well below expected levels. Provisional results for 2008 show that the majority reached the levels expected for their age in mathematics, science and reading, but not

in writing. Few pupils attained the higher level in any subject. Currently, pupils are making at least satisfactory progress in lessons. School data and work in books show that Year 5 and 6 pupils' progress is accelerating. However, pupils of higher abilities do not achieve as well as they could because teachers do not provide sufficient challenge for them in lessons and too little is expected of them. Almost all the pupils speak English as an additional language and they make good progress in learning English due to both the support they receive when at an early stage of learning English, and also because of the specialist support in classrooms and in withdrawal groups.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. This is because the care and support provided are of high quality. Pupils feel safe in school and their behaviour is good both in lessons and around the school. At breakfast club, it is exemplary. Pupils know about the importance of a healthy diet and thoroughly enjoy the regular exercise that they have in school. Relationships are very positive between the pupils, and with all the adults. The school receives a high proportion of pupils who are newly arrived to the British education system. They quickly overcome language barriers and soon become active participants in daily classroom routines. These pupils' confidence and self-esteem is good. Pupils enjoy taking part in a wide range of fund-raising activities including selling programmes for the regular school concerts and organising and preparing for the annual school summer fete. They are proud of their school council and the positive impact that it has on their lives. Pupils also talk enthusiastically about the annual visit of the Mayor, which supports their understanding of citizenship. Pupils are appropriately prepared for their move to secondary education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching and learning in the EYFS and the speech and language resource base are good and often outstanding. Here, staff plan work that is carefully matched to pupils' learning needs, expectations are high and activities exciting. This results in pupils making very good progress. In some classes in the main school, progress is good because there is good challenge, teachers make lesson objectives clear and pupils are helped to understand what they need to do to improve. However, in too many lessons, work is not well-matched to pupils' needs and teachers' expectations of what the pupils can achieve are not high enough. This slows progress, particularly for high attaining pupils. However, there are signs of improvement. Interactive whiteboards are used well to support and enliven learning. The marking of pupils' work is regular and most provides helpful comments to help pupils know what to do to improve. However, although teachers make lesson objectives clear, they do not always help pupils to understand what they have to do to meet them.

Curriculum and other activities

Grade: 3

The curriculum meets all statutory requirements and supports satisfactory progress. Some aspects of the curriculum, for example, to support the very many pupils that are at an early

stage of learning English, are good. The school caters well for vulnerable pupils. In addition, pupils with learning difficulties are supported well and there is a very good range of programmes to help them make progress, including those that are in the speech and language resource base. However, the school does not cater effectively for higher attaining pupils, because work set is not sufficiently challenging for them. The programme to support pupils' personal development is good. There are many opportunities for enrichment, which pupils relish.

Care, guidance and support

Grade: 2

Pupils feel very well cared for and know who to ask for help if they need it. Adults are responsive to pupils' personal needs and there is an excellent range of programmes to support vulnerable pupils. The school's learning mentor provides high quality support for pupils who have behavioural difficulties. She has also been instrumental in ensuring that attendance levels have improved since the previous inspection. There is a school counsellor who aids any pupils that need to discuss personal problems and the impact of her work is positive. The breakfast club is exceptionally well organised and led and makes an important contribution to the pupils' well being. Pupils are very positive, and say that it provides them with an excellent start to the day. All safeguarding arrangements are fully in place. Academic guidance is satisfactory. New systems to track pupils' progress enable staff to see just how well they are doing. The quality of teachers' marking is good. All pupils are set targets to help improve their work in English and mathematics, but they are not always told precisely what they need to do to reach the next stages in their learning.

Leadership and management

Grade: 3

The school evaluates the quality of leadership and management as satisfactory and this is confirmed by inspection evidence. The headteacher has a clear vision for the future of the school. She ensures that the school is responsive to the needs of the extremely diverse local community and has forged good links with the many minority ethnic groups. This has aided community cohesion. There is a recognition that the school now needs to build on its links with schools abroad in order to strengthen pupils' global awareness.

Following helpful support by the local authority, senior staff have worked hard to introduce and build upon a manageable range of initiatives to improve standards, teaching and learning. Some of these have helped to boost attainment in Year 2 and have secured improvements in pupils' progress in the junior classes. Systems to check the school's provision and to hold teachers to account for their pupils' progress are now established. Self-evaluation procedures are good and provide an accurate picture of the school's current position. Along with a track record of satisfactory improvements in the last year, this demonstrates a satisfactory capacity for further improvement. Governors support the school well, but are not sufficiently involved in finding out for themselves about pupils' progress and the school's provision.

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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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of 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?	2

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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

14 October 2008

Dear Pupils

Inspection of West Green Primary School, London, N15 3RT

Thank you for making us so welcome when we visited your school. We were impressed with your good manners and behaviour and also by your enjoyment of school and how you look after each other. We thought that the Eid party for the Nursery and Reception children was brilliant!

Yours is a satisfactory school. There are some things that are good, including the way you care for each other and show respect to everyone. All the adults look after you well and help you to feel safe.

There are some things that can be done to make your school better. We have asked your teachers to make sure that standards are raised particularly at the end of Year 6 in English, mathematics and science and to make sure that more of you reach the higher levels. We have also asked them to make sure that the work they set for you challenges you to do your best and that you understand what you have to do to meet your lesson objectives. Your teachers have started to make sure that there is literacy, numeracy and ICT work for you in the topics that you study and we have asked them to complete this task for all the topics you cover. Finally, we have asked your governors to visit the school more often to find out how well you are doing for themselves.

You can help by working hard to meet your targets.

Thank you again for helping to make our time with you enjoyable and we hope that you will always be happy at school.

Yours sincerely

Keith Sadler

Lead Inspector