

# Norwood Green Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	102496
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	308029
<b>Inspection date</b>	11 October 2007
<b>Reporting inspector</b>	Sean O'Toole

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Charanjit Ajit Singh
<b>Headteacher</b>	Mr Daniel Willetts
<b>Date of previous school inspection</b>	28 January 2002
<b>School address</b>	Thornccliffe Road Southall UB2 5RN
<b>Telephone number</b>	020 8574 1456
<b>Fax number</b>	020 8574 6442

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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated how effectively leaders and managers at the school have raised standards, especially for boys, the impact of changes in the Foundation Stage and how well teachers use marking and assessment to guide the pupils. Evidence was gathered from the analysis of pupils' assessment results, scrutiny of samples of their work, observation of lessons, parents' questionnaires, and discussions with the headteacher, senior management team, governors, parents and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a larger than average infant school, which has specialist provision for pupils who are hearing impaired. A very high proportion of the pupils come from minority ethnic backgrounds, the largest groups being of Indian, Pakistani and Black African heritage. Many of these pupils speak a language other than English at home. The proportion of pupils with learning difficulties and disabilities is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Parents are overwhelmingly happy with the school and several said that, if they were children, they would love to come here. It is clear that the pupils feel the same. Their excellent behaviour, positive attitudes and willingness to make everyone feel welcome are hallmarks of the school's success. Everyone is valued and the pupils are proud that their opinions are acted upon. As one boy said, 'Teachers listen to us and help us to learn.' The school rightly prides itself on the way it includes pupils of all backgrounds and abilities. The outstanding provision for hearing impaired pupils is just one illustration that the care of individuals is at the heart of the school's work.

The school's success is built around teamwork and a shared commitment to helping pupils to achieve well. The headteacher's passion for school improvement is shared by the hard working staff who respond enthusiastically to new ideas and willingly try out initiatives which benefit the pupils. Rigorous analysis of test results and regular monitoring of the teaching contribute much to raising standards. Over the last few years, standards have risen and are now average by the end of Year 2. It is clear that teachers take full account of how different groups learn. Because boys have not achieved as well as girls in the past, staff have found successful ways of motivating the boys. The inspector found that boys are just as enthusiastic and hard working as the girls. When children start school their skills, knowledge and understanding are much lower than those expected for their age. They make good progress, grow in confidence and achieve well. By the time they leave, they are enthusiastic learners, good readers and competent mathematicians. They write interesting stories but do not have enough opportunities to extend their writing skills in other subjects.

Another reason for the pupils' success is the good teaching. Planning and preparation are thorough and good account is taken of particular needs. Those with learning difficulties receive extra help from skilled teaching assistants and this enables them to achieve well. Outstanding relationships and a climate of encouragement promote learning. Teachers regularly check on how well the pupils have understood by asking well focused questions. However, they do not always provide sufficient advice and guidance about how the pupils might improve their work. Pupils are keen to learn new skills and respond excitedly to the excellent opportunities to be creative. They have contributed much to the school's Gold Arts Mark.

Governors are knowledgeable and supportive and strongly back the school in everything it does. They are involved in setting challenging targets, reviewing the school's performance and developing plans for improvement. All adults at the school are good at listening to the views of parents and their children and make excellent use of outside agencies to support pupils' learning. They identify and tackle problems robustly. One success has been in raising attendance by encouraging and challenging parents and also by broadening the curriculum to make learning fun. The pupils speak glowingly about their visits and special events. Because the staff value the well being of the pupils, they have developed an excellent programme of personal, social and health education. Consequently the pupils say that they feel safe and enjoy school. They are proud of their contribution to making the school a friendly place and say that rough play and unkindness are rare. They relish the opportunities to welcome newcomers and love to take turns as playground friends when they come alongside those who may feel lonely or sad. The school's emphasis on celebrating different traditions, values and languages also enhance the pupils' excellent spiritual, moral, social and cultural development.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children do well in the Foundation Stage and their good progress prepares them well for Year 1. Several parents commented on how quickly their children settle and how much they learn. One said, 'I wish I'd had such a good start to school.' The children quickly overcome their nervousness and staff skilfully help those with little or no English to adapt to the Nursery's routines. The strong emphasis on personal, social and emotional development means that children grow in confidence and learn to work and play happily together. Although most have little English when they start, the good opportunities to learn new words and practise early reading skills enable them to participate in all of the activities on offer. Recent changes to the organisation and closer links between the Nursery and Reception classes have worked well. Staff are currently working on ways to make their observations of the children more focused to guide them on planning the next range of activities.

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

- Improve the use of assessment to pinpoint the next steps in learning, particularly focusing on the use of marking to guide pupils on how they might improve.
- Accelerate pupils' progress in writing by providing increased opportunities for pupils to use their English skills more effectively in other subjects.

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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
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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 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?	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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	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

29 October 2007

Dear Pupils

Inspection of Norwood Green Infant and Nursery School, Southall, UB2 5RN

Thank you for making me feel so welcome in your school. I really enjoyed my day with you and only wish I could have spent more time talking to you. The first thing I noticed was how well behaved, kind and happy you all seem to be. I loved the singing in assembly and thought how generous you had been in bringing harvest gifts to share with others. Your mums and dads are very proud of you and pleased that you go to a good school. I know that you all are proud of Norwood Green and love coming to school.

There are lots of good things about your school.

- Your teachers care about you and help you to do well.
- You work hard and are good at sharing ideas and helping each other to learn.
- You are kind and thoughtful and show lots of respect for others.
- I liked your artwork which makes the school look really good.
- You now come regularly to school.
- Your teachers plan interesting lessons and try to make sure that everyone gets the help they need to learn.
- Mr Willetts, the staff and the governors have worked hard to improve many things about the school.

I have asked the teachers to find ways to help you to do even better in writing and to give you more guidance when they mark your work. You can help by always trying your best to make your stories and other writing interesting.

I hope that you continue to enjoy school and hope that you all stay as happy as you are now.

Sean O'Toole

Lead Inspector