

# Paddington Green Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 101108              |
| <b>Local Authority</b>         | Westminster         |
| <b>Inspection number</b>       | 323403              |
| <b>Inspection dates</b>        | 8–9 July 2009       |
| <b>Reporting inspector</b>     | Kekshan Salaria HMI |

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.

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|--|---------------------------------------|
| <b>Type of school</b>  | Primary                               |
| <b>School category</b>   | Community                             |
| <b>Age range of pupils</b>   | 3–11                                  |
| <b>Gender of pupils</b>  | Mixed                                 |
| <b>Number on roll</b>  |                                       |
| School (total)   | 456                                   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0                                     |
| Childcare provision for children aged 0 to 3 years                                     | 0                                     |
| <b>Appropriate authority</b>   | The governing body                    |
| <b>Chair</b>   | Mrs Kit Boukeras                      |
| <b>Headteacher</b>   | Ms Jane Sowerby                       |
| <b>Date of previous school inspection</b>  | 22 March 2006                         |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected              |
| <b>Date of previous childcare inspection</b>   | Not previously inspected              |
| <b>School address</b>  | Park Place Villas<br>London<br>W2 1SP |
| <b>Telephone number</b>  | 020 7641 4122                         |
| <b>Fax number</b>  | 020 7641 4181                         |

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|--------------------------|---------------|
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Paddington Green is a larger-than-average primary school. A significant number of pupils join or leave the school at times other than normal admission or leaving times. The percentage of pupils in receipt of free school meals is well above the national average. A quarter of the pupils are from refugee or asylum seeker families. There are many different ethnic groups at the school.

The vast majority of pupils speak English as an additional language. There are 26 languages spoken by children at the school, with Arabic being the most common home and community language. The percentage of pupils with learning difficulties and/or disabilities, predominantly linked to difficulties in communication or behavioural, emotional or social needs, is well above the national average. In the recent past, there has been a high turnover of teaching staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Paddington Green Primary School provides a satisfactory standard of education for its pupils. The headteacher provides clear educational direction for the school. She has steered the school successfully through a period of turbulence with many staff changes and has united staff in her drive to promote improvement and raise standards. The headteacher is well supported by an effective and strongly motivated leadership team. Together they have focused on ensuring that the monitoring of teaching and learning is rigorous and analysis of performance data is thorough. A robust programme of continuing professional development for teachers has been established. Staff are encouraged to share good practice, which is beginning to have an impact on improving teaching. Because of the substantial changes in staffing, the leadership team take most of the responsibility for monitoring the quality of provision and standards. Middle leaders are enthusiastic and take an active role in developing the skills of colleagues. The school is aware that their role in monitoring is not yet fully developed.

Children enter the Early Years Foundation Stage with knowledge and skills that are well below expectations for their age. They enjoy positive relationships with their peers and with adults and make satisfactory progress. In Key Stages 1 and 2 standards in English, mathematics and science remain well below the national average. However, the majority of pupils are now making at least satisfactory progress; for many it is now good. Pupils in Year 6 are doing particularly well and standards are beginning to rise. For example, tracking grids are used to inform decisions regarding intervention groups and to address underachievement in specific areas. This has contributed to additional support being targeted more effectively so that pupils are beginning to make better progress throughout the school. However, it is not consistently good because weak teaching in the past is still having an adverse impact on the rate of progress. Some current teaching remains only satisfactory and pupils in these classes are not making up for gaps in knowledge, skills and understanding that are a legacy from previous years.

There are some clear strengths in teaching across the school, but some inconsistencies remain. Pupils feel involved in their learning because they are given a clear idea of what they are expected to learn and achieve by the end of each lesson. Relationships between adults and pupils are good and this helps the pupils to tackle their work with confidence. Some teachers do not always make the best use of assessment information to plan for pupils' individual needs. Consequently, there is not always enough challenge in lessons and this slows the progress of some pupils.

The curriculum is enhanced well by visits, including residential trips, visitors, and themed weeks. Sound partnerships with parents, the local community and the local secondary school provide benefits for pupils' learning and contribute to the satisfactory promotion of community cohesion. Pupils also participate enthusiastically in a satisfactory range of clubs and other activities.

The headteacher and the acting assistant headteachers promote a strong, caring ethos in which staff work closely for the benefit of all pupils. Pupils feel valued and make sound progress in their spiritual, moral, social and cultural development. This positive aspect of the school is greatly appreciated by parents. As one parent wrote, 'My child is really happy at the school and doing really well.' Despite strenuous efforts by the school, some parents do not reinforce its high expectations of pupils attending school regularly. As a result, attendance rates remain below the national average.

The strategic plan does not link what the school expects to achieve, spend and its success criteria clearly enough to pupils' outcomes. As a result governors are less able to evaluate progress and to hold the school to account. Nevertheless, the areas identified in the school development plan are clear and pertinent, with a strong emphasis on improving achievement and standards. Given the improved leadership and improving trend, the school has good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children come into the Nursery with levels of skills and knowledge much lower than those expected for their age, particularly in communication, language and literacy and social development. Provision is satisfactory and improving under stronger leadership. Children have access to an attractive learning environment and a range of indoor learning resources, although, due to the building programme, the outdoor space is currently limited. They make satisfactory progress because the organisation of their learning helps them to develop their personal and social skills. However, teachers realise that more needs to be done to develop children's skills in communication, language and literacy, particularly as these skills are often at a relatively lower level when children start school. Staff have rightly focused on improving children's skills in linking letters with sounds and their writing skills. Children's work shows signs that they are making better progress in this area of learning. Valuable links with parents, beginning with home visits, help children to settle quickly, become familiar with the routines and develop confidence.

Leadership of the Early Years Foundation stage is good because there is a clear understanding of what needs to be done and a strong strategic direction has been provided by the headteacher.

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

- Raise standards in English, mathematics and science by accelerating pupils' progress through consistently good teaching.
- Work with parents and external agencies to improve attendance.
- Ensure that strategic planning focuses equally on the outcomes expected as well as the actions being taken to improve provision, and that progress towards these outcomes is rigorously evaluated.

## **Achievement and standards**

### **Grade: 3**

Many pupils begin school with little or no English and a considerable number have significant speech and language difficulties. However, as they move through the Early Years Foundation Stage their progress accelerates, although many do not achieve the Early Learning Goals by the end of their reception year. Evidence, including school data and lesson observations, suggests an improvement in standards. The majority of pupils are now making at least satisfactory progress, and for many it is now good. The current leadership team has developed clear systems for monitoring pupils' progress, which together with well-focused support and improvements in teaching have had a significant positive impact on pupils' progress, particularly in Year 6. However, in other year groups progress is not yet as rapid. This is because the legacy of weak teaching is still slowing the rate of pupils' progress. Vulnerable pupils, including those who find learning difficult, make similar progress as their classmates because of the effective additional support they receive.

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

### **Grade: 3**

Pupils' have positive attitudes to one another. As one child said, 'Our school is a friendly place to be.' Pupils understand the principles of living healthily and they say that they feel safe in school. The recent personal development week and visits from the 'Health Bus' ensure that pupils are well informed about a range of health issues. There are few incidents of bullying, but when these occur, pupils say they know to whom they should talk. Pupils show respect for one another and celebrate the achievements of their classmates. Attendance, while improving since the last inspection and despite the best efforts of the school, remains below the national average. This is affected by a higher-than-average proportion of pupils who are persistently absent and some families taking unauthorised holidays in term time.

Pupils' spiritual, moral and cultural development is satisfactory. They respect each other's beliefs, and they have a sound knowledge of different cultures. Pupils make a positive contribution through raising money for a number of charities and they demonstrate a responsible attitude through the roles they have in school. The school council plays an effective role in decision-making. Lessons do not always allow pupils to fully develop their skills of decision-making or use their initiative and so they are only satisfactorily prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching varies widely across the school, but overall it is satisfactory and promotes the steady progress of most pupils. At their best, lessons are pitched at the right level to capture and hold pupils' interest and to challenge their thinking. Relationships are friendly, and activities proceed at a good pace. This was the case in a dynamic Year 6 drama lesson, when pupils took part with great enthusiasm, concentrated hard on the task in hand and learned a lot in a short time. In another, children improvised a story through the use of puppets. Lessons like these make a valuable contribution to developing pupils' skills in speaking and listening, but some lessons offer too few opportunities for pupils to put their thoughts into words. The teaching and progress of pupils with particular learning needs is also satisfactory. Nevertheless, on some occasions pupils become restless, and disengaged in class. Their work in books becomes very untidy. This occurs because there is too little challenge in lessons, and too few opportunities for them to contribute their own ideas, or make simple independent decisions. While some teachers ensure through oral comment and marking that helps pupils to improve their work, others give little guidance. The learning environment, though colourful and tidy, seldom includes high quality displays to celebrate pupils' work.

### **Curriculum and other activities**

#### **Grade: 3**

The school curriculum rightly places a priority on literacy and numeracy. Staff have recently introduced new programmes to promote the systematic teaching of phonics, and the use of guided reading. These strategies are already improving standards of early reading. The school sees the development of the writing curriculum as a priority, but too little is made of creative linking between subjects to add variety and challenge to pupils' writing. There are rigorous

arrangements for identifying groups of pupils, or individuals at risk of falling behind, and the school provides a wide range of additional learning opportunities for them, and they make satisfactory progress when provided with the additional support. The curriculum is enriched by regular visits to places of educational interest, and by a broad programme of extra-curricular club activities, including the learning of Arabic. These help bring learning to life for the pupils. The curriculum places too little emphasis on the importance of activities promoting independence, active participation and decision-making. This inhibits pupils' progress toward responsible maturity.

## **Care, guidance and support**

### **Grade: 3**

The school keeps the pupils safe and all statutory procedures for child protection and safeguarding are in place. Teachers and support staff know the pupils well and encourage them to enjoy the lessons through the use of praise and effective behaviour management strategies. Pupils have good relationships with staff who they say they can talk to about any concerns. Although academic guidance is satisfactory overall, pupils are rarely involved in assessing their own work and are unclear about their achievements and what they need to do to improve. Pupils with learning difficulties are well supported and the involvement of other professionals extends the care and guidance provided for pupils in school. Pupils who are newly arrived at the school receive good support and consequently settle into school quickly.

## **Leadership and management**

### **Grade: 3**

The leadership provided by the headteacher, complemented by her senior leadership team, is very strong and provides clear direction and purpose. She leads the school with enthusiasm, dedication and a clear commitment to improvement, especially in relation to the progress pupils make. Senior leaders have readily taken on the challenge of tackling the root causes of underachievement. Careful monitoring of lessons shows where the strengths and weaknesses are in teaching and is backed up by comprehensive training and support for staff. The strong focus on literacy and numeracy has laid a sure foundation to accelerate pupils' progress. Increasing use is made of external support, in particular, through the local authority to create a learning community. Because of this good senior leadership, the school has begun to improve and has a strong capacity to continue doing so. Middle managers are not yet fully effective and some are relatively new in post.

As a result of effective, concerted work, behaviour has improved and the previously low standards are beginning to rise. The school is an orderly place, where pupils feel safe and well cared for. The headteacher and senior leadership team know what needs to be done and have good strategies to ensure this happens. They acknowledge that there is still some way to go before every pupil is making consistently good progress throughout the school. The governing body is well informed and fulfils its statutory duties. Members perform different roles, are representative of the school's community and act as effective role models. They are keen to further their monitoring role so that they can more fully hold the school to account for the progress made by pupils.





## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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 capacity to make any necessary improvements   | 2   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 3 |
| How well do children in the EYFS achieve?   | 3 |
| How good are the overall personal development and well-being of the children in the EYFS? | 3 |
| How effectively are children in the EYFS helped to learn and develop?                     | 3 |
| How effectively is the welfare of children in the EYFS promoted?                          | 3 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 4 |
| 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                           | 3 |

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<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.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 3 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 |
| 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  | 3 |
| The attendance of learners  | 4 |
| 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

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 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 |

## 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 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 eliminated   | 3   |
| How well does the school contribute to community cohesion?   | 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

03 September 2009

Dear Pupils

Inspection of Paddington Green Primary School, London, W2 1SP

Thank you very much for welcoming us to your school. We really enjoyed our visit to your school, particularly the chance to meet and talk to so many of you. I am writing this letter to tell you what we found out about your school.

We judged your school to be satisfactory and these are the things we liked.

- Lots of you told us that you enjoy school and you showed this by your good behaviour and hard work. It is a happy place where you enjoy your lessons and get on well with each other,
- You feel your school is a safe place and know that if you have a problem, there is always an adult to talk to.
- The school is well led by your headteacher and her team. They want the very best for you and are determined that you should make as much progress as you can in lessons.
- You make visitors to your school feel very welcome.

We have asked your school to improve a number of things to make it even better. These things are:

- to help you be even better in reading, writing, mathematics and science by Year 6 by making sure that all of you have work that is right for you so you can learn quicker and better
- to work with your parents and carers to improve your attendance. You can help by making sure you come to school regularly and on time
- to make sure that all planning in the school is linked to the progress that you make.

Thank you again for being so friendly and helpful to us. Keep working hard.

Yours faithfully

Kekshan Salaria

Her Majesty's Inspector