

# Dairy Meadow Primary School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 101894         |
| <b>Local Authority</b>         | Ealing         |
| <b>Inspection number</b>       | 323547         |
| <b>Inspection date</b>         | 26 March 2009  |
| <b>Reporting inspector</b>     | Peter Thrusell |

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)   | 476                               |
| 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 Jane Sagoo                    |
| <b>Headteacher</b>   | Mr Graham Beeden                  |
| <b>Date of previous school inspection</b>  | 26 January 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>  | Swift Road<br>Southall<br>UB2 4RP |
| <b>Telephone number</b>  | 020 8571 7925                     |
| <b>Fax number</b>  | 020 8571 6138                     |

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

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of leadership and management on raising achievement and standards and ensuring consistently good progress across the school
- the effectiveness of the Early Years Foundation Stage
- teachers' use of assessment in planning and guiding pupils in their learning.

Evidence was gathered from lesson observations, scrutiny of pupils' work and the school's documents. Parents' questionnaires and discussions with children, governors, other leaders and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors 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 school with a Nursery. The current headteacher joined at the start of the school year following a period without a permanent headteacher. About two fifths of the pupils are of Indian heritage, with others coming from a range of other ethnic backgrounds. A very high proportion of pupils have a home language other than English, although the proportion of pupils who are at an early stage of acquiring English is considerably lower. The proportion of pupils known to be eligible for free school meals is just above average. A smaller than average proportion of pupils have learning difficulties and/or disabilities. Their needs include moderate learning and speech difficulties, and language and communication difficulties. The school has gained a Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Dairy Meadow Primary is a good school. The new headteacher, well supported by his deputy, senior staff and the governing body, has very quickly identified areas for development and taken decisive action to build on existing strengths to bring about improvements in the school. His very clear vision for the school is much appreciated by parents. One commented, 'Since the appointment of the new headteacher, there has been a marked improvement in the practices and the environment within the school.' Within a very caring school, pupils develop excellent personal skills and achieve well. Their learning and personal development are promoted by a good curriculum, which provides pupils with many enrichment opportunities.

Pupils greatly enjoy all aspects of school life. Their attendance is satisfactory and the school has very good procedures in place to follow up absences and encourage attendance. Pupils are enthusiastic about their lessons; they like their teachers and say that they make learning fun. They particularly enjoy their music and physical education lessons, taken by specialist teachers. Pupils participate fully in the many sports on offer, which are supported by good coaching links with a local school. Along with their excellent understanding of diet, this shows that they take healthy lifestyles very seriously. This has been acknowledged by the award of Healthy School status. Pupils value the fact that their achievements are celebrated and see assemblies as really special and enjoyable occasions. These make excellent provision for their spiritual and moral development, especially when they suggest a thought for the week, such as 'May I help you?' The school promotes pupils' insights into different communities well, but recognises that it needs to provide further opportunities for this within the curriculum. Pupils respect the different cultural and faith backgrounds represented in the school and work and play extremely well together. One pupil was delighted that her friend had taught her to count in another language. Year 4 pupils gain an insight into life in a different community through links with a Dorset school. Pupils have opportunities to contribute to the school community through the school council. However, the school recognises that there are not enough opportunities for pupils to take on responsibilities. Pupils' behaviour is exemplary and they have very positive attitudes to learning, which contribute to their good achievement.

Given their starting points, pupils achieve well. When they leave the school in Year 6, standards are well above average in English, mathematics and writing. The headteacher has quickly introduced procedures for tracking pupils' progress throughout the school, as a result of which teachers have come to realise that the progress is inconsistent. Progress in Key Stage 1 is satisfactory overall. Standards at the end of Year 2 are average in reading and mathematics and above average in writing. Pupils starting in Year 6 have not all made the progress expected of them throughout the school. Well-focused teaching in Year 6, with smaller classes for numeracy, helps to accelerate pupils' progress towards the levels expected of them. Where underachievement has been identified, effective additional support is provided. The support for pupils with learning difficulties and/or disabilities is good and well organised, drawing on good links with outside agencies. This enables them to make similar progress to other pupils. Withdrawal support, especially, is well focused on their particular needs.

Although the overall quality of teaching and learning is good, rigorous monitoring has highlighted that it is inconsistent. The school has focused on improving the teaching of writing with considerable success, so that rates of progress are starting to rise. Through staff training, planning has improved and teachers have a better understanding of how to develop pupils' writing skills and improve the quality of their written work. In writing and other lessons, teachers

share with pupils what they expect them to achieve in lessons so that they can gauge how well they are doing. Pupils have check lists to evaluate their writing, which helps them to see how they can make further improvements. However, this guidance for pupils, along with the constructive marking of their work, is inconsistent. Teachers are becoming more adept at assessing and levelling the standard of pupils' work. This is helping them to identify the next steps in pupils' learning and to plan accordingly. Although more work is still to be done on this, it is helping to ensure that lessons provide an appropriate level of challenge for all abilities. Moving away from textbook learning in mathematics, and better opportunities for pupils to use and apply their skills, are encouraging them to think more and to gain a greater understanding of the subject.

The school is extremely accurate in its self-evaluation. This has helped it to identify and prioritise areas for development. Tracking pupils' progress has enabled challenging targets to be set for pupils to aim for. Teachers are accountable for pupils' progress as part of their performance management. A rigorous review of teaching and learning has strengthened classroom practice. Given these successes, the school has a good capacity for further improvement.

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

### **Grade: 2**

Children enter the Early Years Foundation Stage with levels of skills and knowledge that are below those expected for their age. Close links with parents are built up from the time children start school. Opportunities for parents and children to visit the school and meet staff ensure that children quickly settle into the Nursery and Reception classes and pick up the daily routines. The school's strong regard for their welfare further helps children to feel secure, enjoy their early experiences of school and become confident learners. They behave well and quickly build up positive relationships with staff and other children. Children, including those who are learning English as an additional language, achieve well largely because of strong teamwork and good teaching. By the end of the Reception Year, most children are working securely within the early learning goals expected at this age, with some exceeding them. However, the school's assessments contain some inaccuracies and overestimate how well children are doing.

There is a good balance between teacher-directed activities and those that children choose themselves. Direct teaching develops children's early reading, writing and mathematical skills well, particularly their knowledge of sounds and letters. The colourful displays and resources provided in all six areas of learning extend children's progress well. Most teaching assistants are well trained and effectively promote children's learning. For example, they helped extend children's creative development and their knowledge and understanding of the world when they discussed parts of a daffodil that children were making. However, too much direction was given, leaving children with insufficient opportunities to choose materials and design their own flowers. The outdoors areas are well set out and enhance the curriculum, but adults do not intervene in activities sufficiently to challenge children and develop their understanding.

The leadership and management of the Early Years Foundation Stage are satisfactory. There are weaknesses in some important areas, such as tracking children's progress, moderating assessments and the use of outdoor areas. These shortcomings have now been identified by the school, following a recent visit from a local authority adviser.

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

- Make teaching more consistent, particularly in the full use of assessments to plan an appropriate level of work for all pupils, and to keep them informed of how well they are doing and what they need to do to improve.
- Strengthen leadership and management in the Early Years Foundation Stage to facilitate 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 |
|---|----------------|

### 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?   | 2   |
| 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?              | 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?                                 | 3 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> 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/or disabilities make progress                           | 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.



## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 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 |
| The extent to which 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

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

## 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 | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 2   |
| 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  |

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

20 April 2009

Dear Pupils

Inspection of Dairy Meadow Primary School, Southall, UB2 4RP

On behalf of your inspectors, I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were always interesting to talk to, extremely polite and helpful. You spoke very enthusiastically about enjoying school and all of the things in which you take part. Dairy Meadow Primary is a good school.

We liked these things the most.

- Children get a good start to school in the Early Years Foundation Stage.
- You work hard in your lessons and your behaviour is excellent.
- You enjoy everything about school.
- You all get on really well together and respect each other.
- The school makes sure that you are very safe and well looked after.
- You are all keen to keep fit and eat the right things.
- Your headteacher is doing a very good job. He is well supported by senior staff and governors.

We have asked the school to improve on two areas of its work.

- Teachers regularly check and record how well you are doing in school. They must all make more use of this information to plan work that is just right for each one of you, not too easy and not too hard, so that you all make the best progress possible. They also need to provide more opportunities to show you how you can improve your work.
- There are some things that need to be improved in the Nursery and Reception classes to make children's time here even better. The school must ensure that these are carried out.

We did enjoy visiting your school and watching you learn.

Yours faithfully

Peter Thrussell

Lead Inspector