

Ruislip Gardens Primary School

Inspection report

Unique Reference Number	102416
Local Authority	Hillingdon
Inspection number	323639
Inspection date	25 March 2009
Reporting inspector	Lily Evans

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)	401
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
Appropriate authority	The governing body
Chair	Mr Andy Julian
Headteacher	Mr Robin Tollyfield
Date of previous school inspection	3 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Stafford Road Ruislip Middlesex HA4 6PD
Telephone number	01895 632895
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Age group	3–11
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Introduction

This was a reduced tariff inspection carried out by two additional inspectors. They evaluated the overall effectiveness of the school. They investigated the following issues: achievement and standards in English, focusing on writing, and in mathematics; and the procedures and use of the school's assessment system in relation to these subjects. Evidence was gathered from analyses of pupils' progress, scrutiny of their work, observation of lessons, parents' questionnaires, and discussion with the headteacher, staff, two governors and pupils.

Other aspects of the school's work were not investigated in detail. 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

Ruislip Gardens is a larger than average school of its type. Two thirds of pupils are White British and the others are from a range of minority ethnic backgrounds, Somali, Asian, Indian and Pakistani being the largest groups. A higher than usual proportion of pupils speaks English as an additional language. Because of the school's proximity to RAF Northolt, the proportion of pupils who join and leave the school at other than the usual times is also higher than average. There is Early Years Foundation Stage provision for children in Nursery and Reception. The school has gained the Healthy Schools Award and Gold Artsmark status. There is on-site childcare provision for 15 pupils from the ages of 4 to 11 years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a friendly and welcoming school. It provides a satisfactory standard of education. The headteacher and deputy headteacher, well supported by their dedicated and hardworking staff, have a clear vision for the school. They show a determination to raise standards and achievement to the above-average levels reached in English and mathematics in 2007. In 2008, there was a fall in the writing results and a slight reduction in the proportion of pupils reaching Level 5 in mathematics. The effect of this was to reduce achievement from good to satisfactory overall. The school has taken rapid and effective action to address these issues and is demonstrating good capacity to improve.

The headteacher has devised a good tracking system and improved the tracking and evaluation of learners' progress by conducting more frequent reviews and checks on the accuracy of assessments. This is enabling the school to identify at an early stage the pupils who are failing to make expected progress towards the challenging targets set. The identified pupils have short, well-planned intervention activities followed by close monitoring of their effectiveness. In order to improve the challenge for higher attainers, the school has adopted ability grouping in mathematics and in the upper school in English. This has proved effective and is being extended to Years 3 and 4. Teachers are focusing upon open-ended questions and encouraging pupils to expand explanations. This is most evident in the upper year groups and is encouraging pupils' independent thinking. The headteacher and his managers have a realistic view of the school in their own evaluation. Current data show that targets are being met for many pupils and that test results are set to improve in 2009.

Since September 2008, the school has introduced a new programme of teaching writing for which teachers have had training. This is having a positive effect on the quality of teaching and progress, which is satisfactory overall and often good. The leading teacher of mathematics has initiated additional mathematics programmes to tackle weaknesses in mental mathematics and in problem solving. Tracking information shows that progress is good in some groups and classes and is satisfactory overall. Sometimes this is because pupils joining the school later than others are behind in their work. Not all teachers check that those pupils learning English have the required vocabulary to do independent tasks, for example to tackle mathematical problems. Teachers are now involved in more regular moderation activities and most are working with accuracy in their assessment of pupils' work. The management team has a planned programme of monitoring the quality of teaching and learning and give good support to newly qualified teachers.

Over the last three years, targets for individuals' learning in mathematics and English have been introduced and are now becoming embedded into the work of the school. Teachers refer to targets when marking pupils' books, but this is more frequent in writing than in mathematics. The simplified system of individual targets for pupils in Year 1 is successful because they are easy for pupils to understand. Pupils in Years 2 and 3 are sometimes unsure of what their targets mean because they are expressed in adult language. Older pupils are confident of their targets and can see how teachers' written comments relate to them.

Pupils have good social skills, behave well, enjoy their lessons and display good attitudes to learning, which are all reflected in their above-average attendance rate. Parents and pupils agree that teachers give good support and encouragement. Teachers plan with thoroughness tasks suited to different levels of need in writing and mathematics. In some classes, planned

tasks for higher attainers present insufficient challenge and limit independent thinking. Teachers' questioning is skilful because it provides good opportunities for discussion, explanation and independent thinking. Pupils' achievement in English and mathematical skills are helping them to prepare satisfactorily for their future lives.

The headteacher and staff are intent on restoring the good progress and achievement that the pupils enjoyed in the past. Some of the leadership team have taken up their posts recently and their roles in monitoring the work of the school are developing well. More rigorous and accurate monitoring of teaching has increased the proportion of good teaching. The school ensures that teachers and teaching assistants have appropriate training activities linked to their professional development. Governors have had up-to-date training which enables them to continue to provide suitable challenge and support for the school in its work.

There are good links with the local secondary school in mathematics and information and communication technology, with the community police, the RAF and local nursery schools. The school and its grounds are regularly used by football groups and holiday clubs. There are frequent visits out of school, including to local places of interest and further afield, as well as visitors from the local community, including a range of faith groups. The school runs an international club, which explores different cultures. National and international links are made through a good range of fundraising activities.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery Year with levels below those expected for their age in communication, social skills and numerical development. They make good progress and by the end of the Reception Year are at expected levels in all areas of learning. There is a drive to increase the low proportion of pupils with higher point scores. The quality of teaching and learning and the curriculum are good. There is a well-structured play-based curriculum that is child-centred. There are many opportunities for children to choose for themselves and to learn to be independent. Children enjoy the fun of learning. They are aware of what it means to be healthy and enjoy singing the 'Five a day' song about healthy eating. The environment is safe and relationships between adults and children are warm and positive. There is a good range of resources and the outdoor area is used well to support all aspects of the curriculum. The Early Years Foundation Stage is well led. Staff observe, record and track children's progress carefully, keeping good records. Staff use data effectively to plan strategies to raise standards. There is good liaison between Early Years Foundation Stage and Key Stage 1 leaders which ensures that pupils have a smooth transition to Year 1.

What the school should do to improve further

- Raise standards and achievement in English writing and mathematics.
- Ensure consistently accurate assessment of individuals' work in all year groups and ensure that pupils in Years 2 and 3 understand what their targets mean.

A small proportion of 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.

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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	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?	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	3

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	2
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	3

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?	3

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?	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**

20 April 2009

Dear Pupils

Inspection of Ruislip Gardens Primary School, Middlesex, HA4 6PD

Mr Parry and I would like to thank all of you for making our visit to your school so enjoyable. We enjoyed seeing you at work and play and particularly enjoyed hearing you sing in assembly.

Your school is satisfactory and these are the strengths we found.

- Your school is friendly and welcoming.
- You make good progress in Nursery and Reception.
- Your teachers plan extra help for you when you need it.
- You enjoy school and, because of this, your attendance is good.
- You behave well, have a good understanding of right and wrong, and work and play together in harmony.
- You have a good sense of belonging to your community and enjoy taking responsibility.
- Your teachers give you good opportunities, when they question you, to explain your ideas and to think for yourselves.

These are the things that your school needs to improve:

- the standards that you reach in writing
- the standards that you reach in mathematics, especially mental mathematics and word problems
- we would like all your teachers to assess you accurately and to give younger pupils in Years 2 and 3 targets they can fully understand.

You can help your teachers by doing your best to move to the next step in your targets and by continuing to work hard. You could also make sure that you learn your tables in mathematics.

Yours faithfully

Lily Evans

Lead Inspector