

Charville Primary School

Inspection report

Unique Reference Number	102436
Local Authority	Hillingdon
Inspection number	323642
Inspection dates	30 September –1 October 2008
Reporting inspector	Norma Ball

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	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	459
Government funded early education provision for children aged 3 to the end of the EYFS	110
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr A Thomasson
Headteacher	Mr P Shawley
Date of previous school inspection	26 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bury Avenue Hayes UB4 8LF
Telephone number	020 8845 1707
Fax number	020 8845 7709

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Charville is a large primary school. The proportion of pupils from ethnic minority backgrounds is very high and a significant number of these pupils are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average and encompasses a broad range of needs including dyslexia, autistic spectrum disorders and multi sensory impairment. The number of pupils eligible for free school meals is above average. A higher than average number of pupils leave or join the school at different times of the year. The school provides Early Years Foundation Stage (EYFS) provision for children in the Nursery and Reception. The school holds Healthy Schools, Investors in Families, Investors in People, Activemark and International School Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Charville is a good school. The school is a harmonious community. Pupils flourish academically and socially in the happy atmosphere where pupils show mutual respect for each other and value the different cultures from which they come. Outstanding features of the school are the excellent care provided for pupils, augmented by extensive and extremely effective links with outside agencies. The school promotes very well the outstanding personal development of all pupils. Parents and pupils hold the school in high regard. One parent wrote, 'My daughter has made good progress and the support network is excellent'. A Year 6 pupil said everyone thought that their school was, 'Friendly and enthusiastic'. Pupils' good achievement and their extremely good personal development set a good foundation for the next stage of their education.

Strong leadership and management have ensured all staff work as an enthusiastic and committed team. The headteacher provides outstanding leadership working in close partnership with his deputy. There is a culture of self-reflection and improvement amongst staff, especially focused on improving teaching and learning. Careful monitoring of the school's work ensures the correct identification of any pupil underachievement and the prompt introduction of appropriate support. New initiatives to raise standards are showing early signs of success. In particular, there is a constant focus on helping pupils to make even better progress through further improving the quality of teaching. Teaching is good overall but has some inconsistencies, notably where newly qualified teachers are still developing their skills. Governors know the school well and offer challenge and support in equal measures. The school is not complacent, and recognises there is still more work to do to improve standards and achievement. The capacity for improvement is good.

All pupils achieve well. At the end of Year 6 pupils reach standards that are broadly average. This represents good progress in light of the low attainment on entry. Standards vary year on year because some pupils in all year groups leave and new ones join the school. A high proportion of the pupils who join the school are at the early stages of learning English. All pupils receive excellent care and support so settle quickly and gain confidence. Pupils value the targets they have to give them clear goals in literacy and numeracy and academic guidance is very good.

Throughout the school, pupils' personal development is excellent. They have a clear understanding of how to stay healthy and safe. Relationships at all levels are very strong and as a result pupils are confident to seek help when they need it. Pupils feel safe and know that their views are valued. They respect the behaviour code and meet the high expectations of good behaviour set for them as shown by the decrease in exclusions. Pupils achieve well because of the good quality of teaching they receive, but the school is not complacent and is seeking to improve the quality of teaching even more. The good curriculum helps motivate the pupils and this is reflected in their enthusiastic approach to lessons. Pupils know their learning targets that guide them as to how to improve. However, whilst pupils' work is marked regularly, it does not consistently inform pupils how and where they can improve their work and so make better progress, especially those able pupils who find learning easy.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to their learning in Early Years Foundation Stage (EYFS) because of good teaching and the encouragement they receive to develop their learning skills. Good

routines are established so children settle quickly and feel safe and cared for. On entry to Nursery and Reception, their skills and abilities are very much lower than expected and many children are new to learning English. They achieve well, especially in developing their language and communication skills. Calculating and number skills, however, remain low. Assessment of the progress children make across all areas of their learning is not consistent enough to obtain a clear view of children's strengths and weaknesses. It is much better in focused activities, directed by staff, than when the children participate in independent activities such as those aimed at the physical development of children. A well-planned curriculum ensures all children have a broad range of learning experiences both indoors and outside the classroom. Good links with parents begin with home visits. Staff work well to ensure that parents are kept closely involved in their children's development. A new EYFS leader and new staff are beginning to establish a sound working partnership.

What the school should do to improve further

- Improve achievement throughout the school by ensuring that, in marking, all pupils have a clear understanding of what they can do to improve their work, especially higher attaining pupils.
- Raise the quality of teaching further so that a greater proportion is of the highest quality.
- Ensure a closer check is kept on children's development in EYFS by sharpening assessment and monitoring procedures.

Achievement and standards

Grade: 2

Pupils make good progress during their time in the school and this includes pupils with learning difficulties and those from ethnic groups. Building on the good foundation laid in EYFS, pupils make good progress in Years 1 and 2 especially in developing their numeracy skills. Good progress continues and at the end of Year 6 standards are broadly average when compared nationally. Attainment is not better because in every year group a number of pupils leave and new pupils join the school. New pupils make good progress because they are very well supported and monitored. However, their standards are not as high as those pupils who benefit from six years in the school. Recent initiatives to improve writing, especially creative writing, and mathematics in Years 3 to 6 are showing clear signs of success. Progress in lessons was judged as good during the inspection.

Personal development and well-being

Grade: 1

Pupils take genuine pride in their school and recognise that it provides for them great care and many interesting activities. Attendance is good and a firm policy is discouraging holidays in term time. Pupils behave exceptionally well in lessons and show real enthusiasm for their work. Their excellent personal development, including very positive attitudes to work, contributes significantly to the good levels of academic achievement. There is a culture of respect in the school, which embraces all pupils and adults. This is very evident in lessons when all pupils contribute enthusiastically and listen carefully to the views of others. Pupils know they have an important part to play in their school community. They show this in the diligence with which they undertake responsibilities and in the work of the school council. Pupils' spiritual, moral, social and cultural development is outstanding and enriched by a broad range of experiences, such as a very moving Ramadan assembly seen during the inspection.

Quality of provision

Teaching and learning

Grade: 2

In most lessons, teaching is well planned with a range of interesting activities so pupils enjoy learning, listen attentively and work hard. Teachers encourage lively discussions and explore pupils' understanding by careful questioning. Teachers and support staff work in year teams to plan future lessons, including activities structured for different ability groups based on careful assessment of progress. However, the use of planning is inconsistent resulting in a few lessons that are less interesting, of slower pace and not sufficiently challenging for all pupils. Pupils have clear targets to move their learning forward and they find these helpful. However, valuable opportunities are missed in teachers' marking to note improvement points that help identify how pupils' work can be improved. Learning support assistants work in very close partnership with class teachers ensuring that pupils with learning difficulties or English as an additional language make good progress.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of all pupils well. Interesting and valuable links developed between subjects make learning more interesting. The school provides a stimulating and attractive learning environment with good curriculum displays. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English benefit from a sensitive and very well structured range of programmes, both social and subject related, tailored to their individual needs. The school is currently developing an equally well-planned range of extension programmes for pupils of higher ability. An area the school has identified for improvement is in providing further opportunities for pupils to learn about a broader range of faiths with more visits to places of worship. Well-attended clubs, visits out of school and visitors extend learning well. Extending classroom learning, for example when a local resident came to talk to older pupils about his wartime experiences, brings the curriculum alive and motivates pupils well.

Care, guidance and support

Grade: 1

Parents value the very high quality pastoral care given by staff. Extremely well developed links with a range of external agencies extend the excellent care provided by the school, for example in the sensitive use of social services support. Procedures for child protection and pupils' safety are robust. Pupils feel confident that they can seek help when they need it and one said, 'Our teachers really want to help us'. Pupils' guidance in their learning is also good because efficient use is made of assessment information to set effective learning targets for pupils. Pupils said they find their targets helpful and discuss them regularly with their class teachers. Especially carefully organised is the support for pupils who enter the school at different times. Their needs are assessed quickly and very effective support ensures they gain confidence and learning skills quickly.

Leadership and management

Grade: 2

The headteacher and his deputy provide inspirational leadership. Staff are committed to promoting improvement in all areas of the school's work. The innovative creation of management teams ensures that all staff, both experienced and newly qualified, are fully involved in monitoring and gaining skills in promoting improvement. The systems for monitoring by these teams is still developing but signs are that they are becoming increasingly effective, as shown in the recent improvement in older pupils' writing. Regular evaluation of provision and standards ensures that accurate and very appropriate issues for development are identified. The school manages the challenges of higher than average pupil mobility well so that all pupils, including those who find learning difficult or have English as an additional language, make progress in line with other pupils in the school. The school is at the heart of its local community but also provides pupils with a national and global perspective. Governors play a leading part in bringing about improvements by setting priorities and evaluating school practice.

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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 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?	2
The standards ¹ 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/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?	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	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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**

13 October 2008

Dear Pupils

Inspection of Charville Primary School, Hayes, UB4 8LF

Thank you very much for welcoming us to your school and showing us all the interesting things you do. We enjoyed reading the lovely welcoming letters that some of you wrote to us. We especially liked being able to talk to you in lessons and around the school. We think that Charville is a good school.

You all told us how much you enjoy school. You are polite, very friendly and you think everyone in school really cares about you and wants to help you as much as they can. We agree with this. We can understand why you are so keen to attend, especially as everyone in school is so caring.

We found that all of you, including those who need extra help, make good progress in your lessons. You behave extremely well, and show kindness and respect to each other and to your teachers. You learn a great deal about being safe and healthy and your school council works very well to make sure you can give views about your school. Your teachers spend a lot of time making sure that your lessons are well planned and so you enjoy your learning. We think your school is well led and managed and this is why you enjoy learning and make good progress.

We have suggested three things that will make your school even better.

- Improve the quality of teaching further so that more of your lessons are really, really good.
- When marking your work teachers should make it clear to you how and where you could improve what you have done, especially those of you who find learning easier, so you make better progress.
- Teachers in Nursery and Reception should keep a more regular check on how well children are doing, and judge carefully the progress they are making in all of their activities.

We know you will continue to work hard and help your teachers to make your school even better. We wish you every success for the future.

Yours sincerely

Norma Ball

Lead Inspector