

# Drayton Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	101881
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	335797
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Christine Pollitt

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>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Diane Coyle
<b>Headteacher</b>	Miss Kathryn Crawford
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Drayton Grove West Ealing London W13 0LA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent half of their time observing learning. They saw nine teachers in 16 lessons and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at policies and documentation on teaching and learning, the curriculum and the school development plan. They also looked at information about the assessment and tracking of children's progress and the Early Years Foundation Stage. They analysed a total of 43 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the challenge for all pupils and particularly those of higher ability, especially in writing
- the impact of behaviour on learning
- the strength of the school's partnership with parents and others
- the effectiveness of the leaders' and managers' monitoring system in improving teaching and raising achievement.

## Information about the school

Pupils come from a wide range of backgrounds, the largest of which are Black African. Over half of the pupils speak English as an additional language. There are 16 pupils in a specialist unit with a range of special educational needs and/or disabilities. Of these, pupils with language and communication difficulties form the largest group. The proportion of pupils eligible for free school meals is much higher than usual. The school has provision for the Early Years Foundation Stage in its Nursery and two Reception classes. There has been a significant turnover of staff in recent times. A wide range of extended services are offered for parents and carers. The school holds an Activemark award and provides before- and after-school childcare.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Drayton Green Primary is a satisfactory school which has been on an upward trajectory of improvement since its last inspection. Attainment in English, mathematics and science has improved steadily but remains low. This improvement is due to recent rapid and accelerated progress, following a clearer focus on improving teaching and learning. Attainment is affected by a high proportion of pupils with a significant level of special educational needs, a number at the early stages of learning English, and by exceptionally high pupil mobility. Pupils, including these groups, are now making satisfactory progress in mathematics and science, and better progress in English.

The school has introduced a new rigorous system to use assessment data to track progress. This is beginning to ensure that pupils make at least satisfactory progress but is not yet embedded enough to ensure consistent levels of challenge in lessons. The recently expanded leadership team is driving improvement and having an increasing influence on raising pupils' achievement. The governing body and dedicated staff team are equally ambitious and committed to further improvement. The school has a clear view of their strengths and has put in place effective strategies to address any identified weaknesses. This is resulting in rapidly accelerating progress. All of this, together with a recognition that there is more to do, indicates that the school has satisfactory capacity to improve.

At the heart of the school's work is a caring ethos and a determination that each child will succeed, whatever their backgrounds or abilities. The school has a highly positive relationship with all groups of parents and carers, particularly those who might find it more difficult to work with the school. As one parent commented, echoing the views of others, 'We have a wonderful community school. Every care is taken both with pupils and parent/carers.' Parents and carers are very involved in their children's learning. Extended school activities, including family learning, are outstanding. The school is recognised as a model of best practice for these activities, and provides support to other schools in the area.

When pupils start at the school they quickly become enthusiastic learners. Despite high mobility of staff, teaching is satisfactory and the curriculum is appropriately adapted to meet the needs of individual pupils. In a few lessons teachers do not pitch work at suitably challenging levels or they spend too much time explaining tasks. Teachers' marking does not always make it clear to pupils how to improve their work, and there are limited opportunities for pupils to assess their own work. Although there is a good range of activities in lessons, opportunities for linking different subjects to make writing lessons more interesting and relevant are missed.

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Pupils enjoy the cultural diversity in the school, behave very sensibly and relate well to each other. The impact of the work done for the Activemark award is clear in their enjoyment of sport. By the time pupils leave in Year 6, they are thoughtful and mature young adults.

Pastoral care is effective in supporting the needs of all pupils. Good quality childcare in before- and after-school clubs ensures that pupils are well looked after, happy and safe. Parents and carers appreciate this aspect of the school's work. One parent's comment, 'The school is brilliant. It has a great team of very caring and understanding staff', is typical of those received. Leaders work very effectively in partnership with a range of agencies to support pupils' welfare and academic achievement. As a result of working well with parents and the local authority, pupils' attendance is improving, and is now satisfactory.

### **What does the school need to do to improve further?**

- Increase the vast majority of teaching to good by 2011 to accelerate pupils' progress and raise attainment by:
  - using assessment data to track progress against targets and to plan lessons that challenge all pupils to do their best
  - ensuring that pupils' self-assessment and teachers' marking make it very clear to pupils what they need to do to improve their work
  - increasing the pace of learning in some lessons with more opportunities for pupils to contribute
  - strengthening the links between subjects to make learning interesting and relevant, and to provide more opportunities for pupils to develop their writing skills.

### **Outcomes for individuals and groups of pupils**

**3**

There are no marked differences in the achievement of different groups of pupils. Newly arrived pupils who are at the early stages of speaking English quickly receive effective support in learning English and consequently make satisfactory progress along with their peers. In one lesson, pupils enjoyed improving their speaking and listening skills while discussing their weekend activities. In the specialist resource, carefully matched activities and appropriate adult support ensured that pupils gained a good understanding of magnetism, and were able to compare materials and make predictions. In one Year 6 literacy lesson the pupils discussed safety around the local railway footbridge. The individual letters they wrote to a local councillor about their concerns illustrated their improving writing skills.

Pupils are knowledgeable about internet safety. They are thoughtful and reflective, have a moral understanding of right and wrong and good social skills. The satisfactory development of their literacy and numeracy skills prepares them soundly for later life. They form good relationships with adults. They look forward to the regular school trips

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to museums and places of worship. They really enjoyed the cultural workshop activities of the recent Black History week, especially the drama and music. Boys and girls of all ages and from all backgrounds play harmoniously and actively together at break times. They talk confidently about exercise and diet. They are keen to contribute to the work of the school by taking on roles that benefit others, as shown in the work of the school council. They are able to discuss safety around the school and in the local area with confidence and have a good understanding of how to stay safe.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

There are good relationships between pupils and adults; high expectations of behaviour and achievement in lessons are clear. Support for vulnerable pupils is good and well established. These pupils are guided sensitively to help them progress with their learning and integrate with others. A number of parents commented on the school's support for children facing difficulties either socially or with their learning. The progress of pupils with special educational needs and/or disabilities, including those in the specialist unit, and those at the early stages of speaking English is tracked effectively,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and activities are appropriately matched to support their learning.

Teaching is improving and this is resulting in accelerated progress in pupils' learning. Interactive whiteboards are used effectively to capture pupils' interest, and particularly well to teach literacy through editing texts. Teachers are generally knowledgeable and use questions effectively to interest and motivate learners. In some lessons activities are not sufficiently challenging for all pupils, resulting in a slowing of progress for some. Teachers do not always use assessment data effectively to plan what pupils need to learn next. Some good examples of marking were seen where pupils receive clear guidance about how to improve their work, but this is not yet consistent in all classes. Good sporting provision and food technology support pupils' understanding of healthy lifestyles. Regular themed weeks such as the 'International Week' do much to enhance links between different parts of the curriculum and pupils' understanding and enjoyment.

In some lessons, however, there are missed opportunities for the development of literacy, numeracy, and information and communication technology skills in other subjects. This is because there is no structured approach to linking different aspects of the curriculum together.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school has responded well to additional support from the local authority with improvements in teaching, resulting in accelerated progress in learning. Leaders have recently introduced a new rigorous system to monitor teaching and learning in order to identify trends in attainment. The school has set challenging targets for pupils, and regular assessment reviews result in raising these where appropriate. The success of the school's good commitment to promoting equal opportunities and eradicating discrimination is evident in the parity in achievement of all groups of pupils and rapidly accelerating progress.

The school has an effective school development plan, identifying clearly what needs to improve. The chair of governors is newly appointed and has a clear governor action plan to challenge and support the school's targets for improvement. The school's robust safeguarding arrangements fully meet legal requirements and include very careful checks on staff and regular scrutiny of the site. Staff are well trained in safeguarding and follow the school's established procedures to ensure pupils' welfare is secured to a

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high level.

Leaders do a great deal to promote community cohesion in school and with the neighbourhood locally. They work in close partnership with other local schools. They have a clear view of the religious, ethnic and social aspects of its population and successfully create a haven where pupils get on well with each other. Effective links with other schools nationally and countries globally raise the pupils' awareness of how other people live.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The school has responded well to additional support from the local authority with improvements in teaching, resulting in accelerated progress in learning. Leaders have recently introduced a new rigorous system to monitor teaching and learning in order to identify trends in attainment. The school has set challenging targets for pupils, and regular assessment reviews result in raising these where appropriate. The success of the school's good commitment to promoting equal opportunities and eradicating discrimination is evident in the parity in achievement of all groups of pupils and rapidly accelerating progress.

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When children join the school in Nursery, they quickly become confident and eager learners. Their welfare needs are met effectively. Children enter Nursery with skills well below the levels expected of three-year-olds. They make satisfactory progress because they genuinely enjoy learning. They behave well, play harmoniously together and are considerate of each other. There is a good balance between activities directed by adults and those chosen by the children. The range of activities is satisfactory rather than good, because they tend to keep the children busy rather than having a positive effect on their learning needs; opportunities to develop writing skills are limited.

Leaders have secured extremely effective working partnerships with parents and carers and other providers. Parents and carers share their children's progress through daily and weekly learning books. Staff accurately record children's achievements and use these to plan the next steps in learning. The school has identified the need to improve the provision, and has secured appropriate funding.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The majority of returns were positive in all aspects and indicated a high level of support and confidence in the school. A number of parents and carers made additional comments and there was much consistency in what was said. Parents and carers spoke particularly strongly about the care and commitment of the staff. Parents and carers appreciate the support provided by the teachers and their assistants and enjoy positive relationships with them. Inspectors agree with these positive comments, which are generally supported by the evidence. A small minority of parents and carers have concerns about inconsistencies in teaching and pupils' progress in some classes, and the school recognises this. The inspection team generally agrees with these concerns and has included appropriate areas for improvement to address this.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drayton Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 43 completed questionnaires by the end of the on-site inspection. In total, there are 248 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	42	21	56	1	2	0	0
The school keeps my child safe	22	51	18	42	2	5	0	0
The school informs me about my child's progress	21	49	18	42	1	2	1	2
My child is making enough progress at this school	15	35	18	42	8	19	1	2
The teaching is good at this school	18	42	17	40	5	12	0	0
The school helps me to support my child's learning	10	23	25	58	3	7	1	2
The school helps my child to have a healthy lifestyle	14	33	24	56	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	23	22	51	3	7	1	2
The school meets my child's particular needs	15	35	20	47	5	12	0	0
The school deals effectively with unacceptable behaviour	17	40	20	47	5	12	0	0
The school takes account of my suggestions and concerns	14	33	22	51	3	7	1	2
The school is led and managed effectively	19	44	16	37	5	12	0	0
Overall, I am happy with my child's experience at this school	21	49	14	33	6	14	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 January 2010

Dear Pupils

Inspection of Drayton Green Primary School, Ealing W12 9PT

Thank you for making us so welcome when we visited your school recently. We certainly enjoyed talking with you and were impressed by your politeness and the way you get on so well with your teachers and each other. We know from talking to you and reading your questionnaires that you enjoy school and being with your friends. We were pleased to see how you accept responsibility and are keen to do jobs and help around the school.

You go to a satisfactory school. This means that there are many things that it does well, but also there are some things that could be better. You and your parents and carers told us that you like school and that it is a welcoming, caring place where you feel very safe. You behave well, and help the school to run smoothly.

The school is determined to make your school better and we have asked it to do the following things that we think will help:

- some of you are not making quite the same progress in writing as you do in other subjects. We want your teachers to give you plenty of chances to contribute your ideas during lessons and to write in other subjects
- plan lessons that make sure you do your best, and use targets and marking to help you to check how well you are doing in your work and make it very clear to you what you need to do to get even better.

I hope you will play your part by coming to school every day and continuing to work hard. I wish you every success in the future.

Yours sincerely

Christine Pollitt

Lead inspector

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