

Havelock Primary School and Nursery

Inspection report

Unique Reference Number	101900
Local Authority	Ealing
Inspection number	335802
Inspection dates	6–7 October 2009
Reporting inspector	George Logan

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Bal Garcha
Headteacher	Amrit Nandha
Date of previous school inspection	2 September 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons and held meetings with governors, staff, groups of pupils and a local authority representative. They observed the school's work and looked at pupils' work, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including the main improvement plan. Inspection questionnaires were received from 124 parents.

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

- the effectiveness of the school's actions to raise standards across the school and to improve pupils' progress, particularly in mathematics
- how successful the school has been in improving the consistency and quality of teaching across the school
- the impact and effectiveness of the key subject leaders
- the extent to which recent investment and professional development of staff in the Early Years Foundation Stage have led to improved provision and outcomes for children.

Information about the school

The school is larger than the average primary school, with 14 classes and a maintained Nursery. It serves an area of significant social and economic deprivation, close to the centre of Southall. A high proportion of the pupils are entitled to free school meals. All but a few pupils are from minority ethnic groups, reflecting the rich diversity of the immediate area. Although 21 languages are represented in the school, Indian and Somali pupils constitute the largest individual groups. Some of the pupils have refugee status and a small number come from the Traveller community. Children join the Early Years Foundation Stage (Nursery and Reception classes) with very limited prior attainment. Only two of the children entering Nursery this year had English as their first language. The school experiences high levels of mobility across the year groups. Typically, fewer than half of those who enter the Early Years Foundation Stage have all of their primary education in this school. An average proportion of pupils has special educational needs and/or disabilities. Half of the teaching staff, together with the deputy headteacher, has joined the school since September 2008. The headteacher has been in post since June 2007.

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

2

Main findings

Although satisfactory at present, this is a rapidly improving school, with established strengths and a distinctive ethos, which provides a welcoming and secure environment for its pupils. It is a harmonious community where children from diverse ethnic groups and backgrounds integrate seamlessly. Adults provide extremely good pastoral care and support and this is reflected in pupils' good behaviour and consistently good attitudes to learning. The school supports pupils' personal development very well. As a result, children say that they enjoy school and feel very safe. Pupils have an outstanding understanding of healthy lifestyles. Attendance is low, almost entirely because of extended homeland visits.

Achievement is satisfactory. Most children are at an early stage of learning English when they begin school and the high level of pupil mobility adversely affects standards. However, better teaching is promoting improved learning and pupils are now building more effectively on the good progress they make in the Early Years Foundation Stage. While standards remain below average at both Year 2 and Year 6, they rose significantly at Year 2 in 2009. That said, pupils' progress in mathematics in Years 3 to 6, and the standards reached, are less good than in the other subjects. The more able pupils are not always challenged enough. The school provides a good range of activities which engage pupils' enthusiasm, although some aspects of the Early Years Foundation Stage curriculum, particularly learning outdoors, are not yet fully established. This, along with temporary staffing arrangements, gives rise to some inconsistencies in provision. Recent effective partnerships with external providers and other schools have significantly enhanced opportunities in physical education and music.

Teachers use the good assessment and tracking systems well to support the planning of lessons and to guide them in providing additional support. Teachers regularly check on pupils' understanding and the marking of pupils' work provides consistently clear guidance as to what pupils must do to improve. There is an effective whole-school system of individual targets which has had a positive effect upon progress.

The senior leadership team is spearheading a systematic drive for improvement. Much has been done to enhance the consistency and quality of teaching and this is having a positive impact on pupils' progress and standards. The rigorous use of data and the well-judged agenda for improvement, together with what has already been achieved, indicate that the school has good capacity for the future. Self-evaluation systems are used well and are effective in ensuring continued improvement. Governors are involved in this process and have an increasingly clear understanding of pupils' performance. They have not been so aware of the national initiative to promote community cohesion other than at the local level.

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What does the school need to do to improve further?

- Raise standards, particularly in Years 3 to 6, and in mathematics, by:
 - building more effectively, and at a brisker pace, upon pupils' prior learning
 - providing greater challenge for the more able pupils
 - providing more opportunities for pupils to use their mathematical and literacy skills in other subjects of the curriculum.
- Ensure that all children make consistently good progress in the Early Years Foundation Stage by:
 - fully integrating outdoor learning opportunities in the curriculum
 - ensuring that current teaching and leadership issues are resolved.
 - Ensure that parents, particularly of the younger children, understand their role in supporting the school's drive to improve attendance.

Outcomes for individuals and groups of pupils

3

Pupils greatly enjoy school. Their application and quiet determination provide a positive context for learning. They settle readily in lessons, work well with others and form positive relationships with those around them. However, opportunities for independent learning are not strongly promoted within lessons. This was evident in a rather prescriptive Year 6 science lesson where access to reference materials or the internet might have enabled pupils to extend their learning.

Analyses of pupils' progress indicate that pupils are now building well on their previous learning and are making good progress. High mobility and language issues impact considerably on standards. Most pupils enter the school with limited knowledge of English at best. Many join at points other than Nursery, often from other countries and, in some cases, with limited prior education in any language. The school is very attentive to individual needs, providing effective adult support where possible. As a result, learning is good for all groups of pupils. There were frequent examples of staff creating good opportunities for pupils with little prior knowledge of English to develop their speaking skills. In addition, because their families have confidence in the school, the few pupils from the Traveller community attend regularly and, as a result, acquire sound basic skills.

While still below average, standards improved significantly in Year 2 in 2009, although writing skills lag some way behind reading. As in 2008, overall standards in Year 6 were below average. The weakest element was mathematics, where progress had been erratic in both Years 5 and 6. This is now a key focus for improvement. One strategy has been to organise teaching groups by prior attainment and this was seen to be having a positive effect on progress in two lessons observed in Year 5. The performance of older pupils is still affected by a legacy of less rigorous teaching in the past. In addition, only around half of the Year 6 pupils had been in school since Year 1. Even so, the proportion of pupils working at a higher level than expected for their age is greater

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in Year 6 than in Year 2. The performance of older boys improved in 2009. Indian pupils typically do significantly better than other ethnic groups. Standards in physical education are high and are a particular strength of the school.

Pupils' overall spiritual, moral, social and cultural development is good. Pupils feel very safe in school and have great confidence in the adults around them. They have few concerns about the behaviour of others or about bullying. Good social skills ensure that they are securely prepared for their future education and adult life. Attendance is low, despite the school's good systems to reduce absence. Extended homeland visits are the major factor ' and one which is largely outside the school's control. Pupils contribute well to the school through the school council. Planned opportunities are limited for them to learn about, or mix with, children from areas of the United Kingdom with different ethnic characteristics.

These are the grades for pupils' outcomes

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

How effective is the provision?

Although there is some variability, reflecting, in part, the relative inexperience of some staff, teaching is good overall and several lessons were outstanding. The school

¹ 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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supports new staff well through a comprehensive induction programme. It has successfully established a high level of consistency in classroom practice. Improved planning ensures that tasks set are better matched to pupils' abilities. This is contributing to pupils' improved progress. There are agreed standards of presentation. The checking and extending of pupils' learning is good. Marking is thorough and consistent across all classes in the guidance it provides. Assessments are used effectively to check progress and to determine where support is needed. Individual learning targets are in place in all year groups, are used well and are familiar to pupils. Pupils are increasingly experienced in evaluating the quality of their own work. Teaching assistants are well prepared and work closely with class teachers.

The curriculum has been creatively developed to meet the needs of individuals and groups. Speaking and listening is strongly promoted and meets the needs of early language learners well. Supplementary provision is planned for those who have special educational needs and/or disabilities, and for those who lack understanding in English. Partnerships have been very effective in supporting curriculum development in, for example, music and physical education, through joint venture initiatives and specialist teaching. These activities have provided good quality opportunities for pupils and promote high standards, as when the school netball team won the London Youth Games in 2009. There is good provision for personal, social, health and citizenship education, underpinning pupils' good personal development. The range of extra-curricular activities is good and activities are well supported by pupils.

Staff care for pupils extremely well and there are close links with parents. The school has earned recognition for its commitment to the local Somali community. It works very effectively with outside agencies to support the more vulnerable pupils who have identified learning or welfare needs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, the deputy headteacher and the other senior leaders provide dynamic, purposeful leadership. The headteacher in particular has done much to invigorate the school and to drive through changes. The relentlessly positive, energetic, 'can-do' style of the leadership team has permeated the whole school community, and it successfully motivates pupils and staff and underpins the optimism and strong, individual ethos of the school. Middle managers and subject leaders are also highly committed to

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improvement. The monitoring of teaching and learning is supportive and effective. The school successfully supports pupils' social and personal development and sustains very good links with the local community. While some recent initiatives are not yet fully embedded, key developments, such as individual target setting, the rigorous analysis of performance data and the development of an accountability culture among staff, have done much to improve the effectiveness of the school. The school improvement plan accurately identifies key objectives, although the criteria for judging success are not always sufficiently precise.

Governance is satisfactory. The governing body encompasses a range of expertise and local knowledge and uses this information well. Under a new chairman, and with the benefit of more detailed information about pupils' performance, governors are building a better understanding of the school. They are increasingly active in shaping its future direction and are beginning to fulfil their role as 'critical friends' to school leaders more successfully. They ensure that statutory requirements are met, including the satisfactory procedures for safeguarding pupils.

The school engages closely with community interests and parental expectations, tackles potential discrimination resolutely and promotes equality of opportunity well. A wide range of support is available to pupils. Although the school has not fully evaluated its practice, a close knowledge of its immediate community ensures that it makes a very positive contribution to community cohesion at that level. The school is aware that there is more to do in identifying opportunities for pupils to extend their awareness of a broader range of cultures and communities.

These are the grades for leadership and management

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

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Early Years Foundation Stage

Most children enter Nursery with very limited skills and knowledge. Typically, only one or two children speak English as their first language. Children settle quickly as a result of the well-organised induction arrangements and good access to adult support. The strength of the Nursery lies in the successful development of children's language skills and in promoting their emotional and social development. Children make good progress in these crucial areas. Growing confidence in spoken English enables them to access the Early Years Foundation Stage curriculum more fully once they reach the Reception classes. Here, as in Nursery, they are well cared for and have good relationships with staff. They feel secure, enjoy learning and behave well. Although outcomes remain slightly below the expected level by the end of Reception, this still represents good progress ' particularly in some aspects of pupils' personal development, in speaking skills and in physical and creative development. In spite of some rigorous teaching of the linking of sounds and letters, progress in reading and writing lags behind other elements. As a result of temporary staffing issues, provision at the time of the inspection was inconsistent between the two Reception classes and the teaching in one class fell some way short of the outstanding teaching seen in the parallel class. In addition, it is only recently, with access to newly completed outdoor facilities, that the principles underpinning the Early Years Foundation Stage curriculum have been more fully embraced. There is further work to do in consolidating the curriculum. Pending a new appointment, leadership and management are satisfactory at present. Recent changes have been efficiently implemented. Procedures for monitoring and recording of progress are thorough, and information collected is used systematically to inform planning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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 great majority of parents and carers speak highly of the school and this was reflected in the very positive response to the questionnaire. There were few written comments, although one parent said, 'This is a wonderful school' I would never think of moving my daughter'. A small number of parents and carers feel that the school does not promote healthy lifestyles. However, the inspection team found that this was an outstanding aspect of the school's work. While a few suggested that their children's particular needs were not fully met, the school's attention to individual needs also

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emerged as a strength. Overall, the consensus suggests that this is a very happy, caring school where pupils build good skills in English, are well supported in their personal development and which is effectively led and managed. Inspection findings mostly endorse parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Havelock 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 12 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	61	48	39	0	0	0	0
The school keeps my child safe	72	59	49	40	0	0	2	2
The school informs me about my child's progress	66	53	52	42	5	4	1	1
My child is making enough progress at this school	60	48	55	44	2	2	1	1
The teaching is good at this school	65	52	55	44	1	1	1	1
The school helps me to support my child's learning	61	49	54	44	1	1	1	1
The school helps my child to have a healthy lifestyle	62	50	50	40	8	7	1	1
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)	54	44	55	44	1	1	2	2
The school meets my child's particular needs	43	35	71	57	5	4	1	1
The school deals effectively with unacceptable behaviour	62	50	53	43	3	2	1	1
The school takes account of my suggestions and concerns	60	48	50	40	3	2	1	1
The school is led and managed effectively	63	51	48	39	1	1	1	1
Overall, I am happy with my child's experience at this school	68	55	51	41	1	1	1	1

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



Dear Pupils

Inspection of Havelock Primary School and Nursery, Southall, UB2 4PA

Thank you for making us so very welcome when we visited your school. We very much enjoyed meeting you and spending time in your lessons. We found that your school, although satisfactory just now, is improving rapidly and has some significant strengths.

Our main findings are these:

- You behave really well and work hard.
- Most teaching is at least good and this is helping you to make good progress.
- Children in Nursery and Reception make good progress.
- The school makes sure that you are cared for extremely well. You conduct yourselves safely and really know how important it is to eat healthily.
- The curriculum is good, with strengths in physical education and music and with good out-of-school opportunities. Those of you who need extra support, particularly if you enter school not speaking English, are very well provided for.
- Those in charge of the school make sure that it runs very smoothly.

We are asking the school to make these changes so that you do even better:

- Make every effort to push up standards in English and, particularly, mathematics so that you are as far on as possible when you leave Havelock.
- Use the systems already in place to raise attendance figures further.
- Help children to make more consistent progress in the Early Years Foundation Stage by ensuring that the current staffing problems are sorted out and that all teachers make the best possible use of the new outdoor area.

You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours faithfully

George Logan

Lead inspector

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