

Horsenden Primary School

Inspection report

Unique Reference Number	101901
Local Authority	Ealing
Inspection number	335803
Inspection dates	15–16 March 2010
Reporting inspector	David Wynford Jones

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	782
Appropriate authority	The governing body
Chair	Rosemary Thorndycraft
Headteacher	Elisabeth Walton
Date of previous school inspection	16 March 2010
School address	Horsenden Lane North Greenford UB6 0PB
Telephone number	020 84225985
Fax number	020 84235189
Email address	ewalton@horsenden.ealing.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by five additional inspectors. Inspectors visited 38 lessons and observed 27 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe, the school improvement plan and 279 questionnaires completed by parents and carers.

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

- The use of the outdoor area in the Early Years Foundation Stage to enhance children's learning.
- The progress of pupils in Key Stage 1.
- Pupils' attainment and progress in writing throughout the school.
- The impact of leadership and management at all levels in driving school improvement.

Information about the school

Horsenden is considerably larger than the vast majority of primary schools. Pupils come from a wide range of different cultures. There are approximately 27 nationalities and 35 home languages represented within the school. The main ethnic groups are Asian and Black African/Caribbean and White British. The percentage of pupils from a minority ethnic background is well above that found in the large majority of schools, as is the proportion of pupils who do not speak English as their first language. The proportion of pupils known to be eligible for free school meals and the proportion of pupils identified as having special educational needs and/or disabilities is similar to the national average. The majority of pupils with special educational needs have moderate learning; speech and language; or behaviour and emotional difficulties. More pupils join or leave the school at other than the usual starting and leaving times than found in most schools. The Early Years Foundation Stage is made up of a Nursery and Reception classes. The on-site children's centre was not included in this inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is calm, welcoming and well ordered. Staff place a considerable emphasis on the care and well-being of the pupils. Relationships with pupils are good. As a result, pupils enjoy school, feel safe and make a good contribution to the community. They are friendly, polite and behave well. They get on together and respect each other's heritage and achieve well.

From levels on entry to the Nursery that are below and sometimes well-below what is typical for that age children make good progress in the Early Years Foundation Stage. As they move through Years 1 to 6 their progress is good overall, but this is sometimes variable between classes and year groups. While the majority of the teaching is good or better, occasionally, assessment information is not used well enough to raise expectations and to challenge pupils, and there are missed opportunities for pupils to contribute to the lesson or to take responsibility for their own learning. This hinders faster progress for a few pupils. The good curriculum captures and stimulates pupils' learning.

Pupils' attainment by the end of Year 6 in English, mathematics and science is typically broadly average and sometimes above average in mathematics. Inspection evidence shows that the large majority of pupils in the current Year 6 are on track to attain the nationally expected level in English and mathematics by the end of the year.

Leaders show good self-evaluation and this has led to improvement in the school since the last inspection. The effective leadership of the headteacher, supported by the senior and middle managers, has ensured improvement and governors make a good contribution to school development. Assessment procedures have been reviewed and systems updated. The information is used effectively to hold staff to account and to set challenging targets. The quality of teaching has improved and pupils' progress is accelerating. However, staff do not get sufficient opportunity to observe others and share good and exemplary practice which hampers the school from lifting teaching from good to outstanding. The school improvement plan provides a clear overview of the school's priorities. However, some of the actions are not sufficiently detailed and this makes it difficult to precisely measure the impact of its work. Improvements to the quality of teaching and the fact that attainment across the school is rising demonstrates that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise the quality of teaching still further by:

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- giving staff more opportunities to share and build on good practice.
 - providing pupils with more opportunities to contribute to the lesson and take more responsibilities for their own learning.
 - encouraging teachers to use assessment information more consistently to raise expectations and to challenge pupils.
- Refine the school improvement plan by including greater detail on the actions to be undertaken and the measures by which leaders will evaluate the progress being made.

Outcomes for individuals and groups of pupils**2**

Pupils are reflective and have a good understanding of right and wrong. Their cultural development is good. They get on well and respect each other's values and beliefs. Pupils' behaviour is good overall. Although, at times exemplary it slips in the occasional lesson when their interest is not captured. Pupils' eat healthily and enjoy sports and exercise. They especially enjoy swimming in the school pool. This has contributed to the school being awarded the Healthy School award and the Activemark for its work in developing sport. Pupils keenly take on responsibility and eagerly volunteer to be members of the school council and they contribute to school improvements. They raise funds for national and international charities and take part in local events. In many of the observed lessons, pupils were enthusiastic, concentrated well, engaged in debate and explained their thinking clearly.

Pupils speak positively about their teachers and the support staff. They enjoy the opportunities to work together in pairs. Pupils are motivated and respond well to challenge. A consistent approach to the teaching of writing is accelerating progress; all pupils are encouraged to use descriptive vocabulary to enhance their work. For example, in a Year 6 class pupils considered carefully a range of adjectives they could use when writing poems about a shell, while pupils in a Year 2 class were encouraged to use adjectives to create interesting sentences.

In mathematics, pupils enjoy the opportunities to investigate number. In a Year 5 class pupils worked enthusiastically with a partner to solve number problems. They used jottings and were able to explain their strategies clearly. Their skills in undertaking investigations and their use and their understanding of subject specific mathematical and scientific vocabulary are developing well.

Pupils with special educational needs and/or disabilities make good progress. There are no significant variations between the progress made by the many different groups of pupils. Although pupils who join the school in Years 1 to 6 make progress similar to their peers their attainment tends to be slightly lower because many are in the early stages of learning English.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In all lessons, teachers explain clearly the purpose of the lesson and what is to be learnt. They use electronic whiteboards confidently to support learning. In the good and outstanding lessons, pupils of all abilities are challenged. Teachers make effective use of questioning strategies. Initial answers are probed and pupils' thinking is consolidated and extended. The lessons proceed at a quick pace and there is a good balance between the teachers' and the pupils' contributions. Occasionally, pupils' interest is not captured and the work is not matched to all pupils' needs and abilities. Teaching assistants make a valuable contribution, especially by supporting those pupils who find learning difficult. However, at times they are not consistently well deployed at the start and end of lessons. Pupils have a good understanding of their targets in literacy and numeracy. They are clearer about their next steps for improvement in writing because marking is often more informative than in other work. Teachers good subject knowledge is used effectively to extend pupils' use and understanding of vocabulary.

Good levels of care enhance pupils' learning along with good links with parents and carers, different organisations and visitors to the school. Pupils say that they can turn to staff if they have any concerns and matters will be followed up. Pupils are given good opportunities to take part in a wide range of activities and visits. The curriculum promotes English and mathematics well. Cross-curricular links are being developed effectively and themed days and weeks, such as 'Horsenden's Got Talent' and the 'X

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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Factor’ make learning purposeful and fun. However, opportunities are sometimes missed to promote pupils’ independent learning and research skills, for example through the use of information and communication technology. This is because these features are not always sufficiently incorporated into teachers’ lesson plans.

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	2

How effective are leadership and management?

The headteacher provides firm but friendly leadership. She is ably supported by the senior leadership team. Middle managers are enthusiastic, supportive of the school and understand their roles and responsibilities. All leaders show vision and drive. They are effectively improving teaching and have worked with the local authority to complete a major building development and to establish the on-site children’s centre. Staff work together well and are committed to improving provision for the pupils. The governors take their roles and responsibilities seriously. They set suitably challenging targets and monitor the work of the school closely. Governors ensure that the school’s safeguarding and child protection procedures are good and implemented consistently.

Equality of opportunity is promoted well and monitored effectively; discrimination is not tolerated and this is evident in the way that the school works as a harmonious community. Pupils are welcomed to the school. Governors ensure that they are included and make progress.

The school’s contribution to promoting community cohesion in this very diverse area is good. The governors, headteacher and staff know the local community well and have done much to promote the school. They encourage the use of the newly opened children’s centre and school facilities in the evenings and weekends. Links are in the process of being established with schools beyond the local area and in Sweden.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2

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	
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good induction arrangements and relationships with parents ensure that children feel safe, settle quickly and develop their self-confidence. The emphasis placed on ensuring the children’s welfare enables all children to experiment and explore within a safe and supportive environment. As a result, children of nursery age play well together. They develop good social skills and follow routines which promote good hygiene and healthy living. Effective transition arrangements help the children to settle quickly into the Reception classes, where they continue to make good progress and behave well. Staff use their good understanding of how young children learn to plan an interesting and varied range of stimulating activities that maintain the children’s interests. There is a good balance between adult-led activities and those that are chosen by the children. However, at times the literacy and number sessions are overlong.

Classrooms are well organised and vibrant. Children’s work is celebrated and displayed effectively. There is a good range of appropriate equipment for the children to use. The use of the outdoors as an extension of the classroom and to promote learning is better in the Nursery than in the Reception classes. The school correctly identifies that there is a need to improve the ongoing use of the outdoors by the Reception classes and has suitable plans in place to enhance provision for this.

The Nursery and Reception coordinators have a good understanding of the strengths and areas for development. They coordinate the team well. Children’s attainment is regularly assessed and this information is used well to plan for their next steps in learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The vast majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are generally supported by the inspection evidence. A particularly high percentage of parents stated that their child felt safe and enjoyed school. Discussions with the pupils and their questionnaire responses confirm this to be the case. A few parents felt that the school was not fully meeting their child's needs, did not deal effectively with misbehaviour or take account of parents' views. Inspectors found that the school is meeting the needs of the vast majority of pupils well. They also found that the school welcomes the involvement of parents, and pupils behave well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Horsenden 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 inspection team received 279 completed questionnaires by the end of the on-site inspection. In total, there are 809 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	178	64	94	34	0	0	0	0
The school keeps my child safe	170	61	97	35	4	1	0	0
The school informs me about my child's progress	142	51	123	44	6	2	0	0
My child is making enough progress at this school	120	43	137	49	10	4	2	1
The teaching is good at this school	146	52	119	43	4	1	0	0
The school helps me to support my child's learning	123	44	139	50	8	3	1	0
The school helps my child to have a healthy lifestyle	130	47	132	47	8	3	1	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)	110	39	139	50	6	2	1	0
The school meets my child's particular needs	107	38	144	52	18	6	0	0
The school deals effectively with unacceptable behaviour	121	43	123	44	19	7	2	1
The school takes account of my suggestions and concerns	100	36	143	51	16	6	1	0
The school is led and managed effectively	143	51	112	40	10	4	0	0
Overall, I am happy with my child's experience at this school	168	60	91	33	8	3	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"> ■ 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.



17 March 2010

Dear Pupils

Inspection of Horsenden Primary School, Greenford UB6 0PB

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to hear that you like coming to school. You showed us that you are keen to take responsibility and that you all get on well together. You have a good understanding of healthy living and enjoy keeping fit. Your behaviour in lessons and around the school is good. You show respect for each other as you move safely around the school and in the playground.

Your school provides you with a good education. By the end of Year 6 you are able to do the things that are expected for your age in English, mathematics and science. You make good progress because you work hard, have interesting things to do and teachers provide good lessons overall.

You get off to a good start in the Nursery and Reception classes. The displays are really nice and there are lots of opportunities for you to enjoy learning. In Years 1 to 6, you continue to make progress as you move through the school but it is variable between classes and year groups. This is because some of the lessons are not closely matched to your needs. To help you, we have asked the teachers to use their assessments of your work to plan lessons that will challenge you and to give you more opportunities for you to take responsibility for your own learning. You can do this by undertaking research and contributing more to discussions in lessons. We have also asked that your teachers have opportunities to watch each other and share good practice because some of the teaching is excellent.

The inspectors were really pleased that you have all worked hard to improve your attainment in writing. Well done! The governors and senior staff know what needs to be done next to make things even better for you. We have asked them to write this down in more detail so that everyone knows what exactly needs to be done and will know when the targets have been reached.

Please remember, you must also play your part by always trying your best. Good luck for the future and remember to keep working hard.

Yours sincerely

David Wynford Jones

Lead inspector

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