

West Lodge First and Middle School

Inspection report

Unique Reference Number	102216
Local Authority	Harrow
Inspection number	335861
Inspection dates	10–11 March 2010
Reporting inspector	Jacqueline White HMI

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	4–12
Gender of pupils	Mixed
Number of pupils on the school roll	688
Appropriate authority	The governing body
Chair	Mr Andy King
Headteacher	Mrs Kim James
Date of previous school inspection	30 April 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors spent the majority of the time looking at pupils' learning. They visited 26 lessons, observing all classes and teachers, attended an assembly, and held meetings with staff, groups of pupils and governors. They scrutinised the school's work, and looked at assessment information, pupils' books, pupils' records and improvement plans. The inspection team received and analysed 348 parental questionnaires and 100 responses to the survey of Key Stage 2 pupils.

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

- the accuracy of self-evaluation at all levels
- the effectiveness of provision and how well it promotes pupils' progress to
- secure outstanding outcomes.

Information about the school

West Lodge First and Middle School is the result of an amalgamation that took place in January 2009. The proportion of pupils who are eligible for free school meals is much lower than average. Over half the pupils in the school are from minority ethnic groups and this is much higher than average. One third of pupils speak English as an additional language. This figure exceeds the national average. The proportion of pupils with special educational needs and/or disabilities is similar to the national average but includes a higher than average number with a statement of special educational needs. The school holds the following awards: Basic Skills and Achievement, Healthy Schools, the co-school Green Flag, Active School, Investors in People, Silver Artsmark, ICT Mark and Financial Management in Schools.

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?

1

The school's capacity for sustained improvement

1

Main findings

West Lodge First and Middle School is an outstanding school that values and celebrates its diversity. Following amalgamation, the school has established itself quickly as a caring, inclusive and ambitious place of learning. It enjoys strong support from parents and carers, who rightly feel, as one put it, that staff 'go more than the extra mile' for their children. All pupils make good gains in their learning over time. Children in the Early Years Foundation Stage enter school with skills generally above expectations but with some areas of learning less developed. This variation is tackled very successfully and children make good progress. Standards at the end of Key Stages 1 and 2 are significantly above average.

Pupils' behaviour is exemplary. In class, pupils know what is expected of them and demonstrate a keen work ethic. Very good relationships exist throughout the school; older pupils regularly support and include the younger ones, and pupils work well together in pairs and small groups. Pupils have a thorough understanding of how to keep themselves safe and are very clear they feel safe and well looked after in school. They respect the boundaries that are set for them, such as the reasons for filtered access to the internet and the need for school security. Pupils also have an excellent understanding of how to maintain a healthy lifestyle.

The school has managed very well the significant turnover and restructuring of staff following the amalgamation. New policies for all aspects of the school's work have been developed. Understandably, the process of implementation is not complete. Teachers know the pupils very well. Systematic personal support and targeted intervention programmes meet the individual needs of pupils and ensure they make good progress. Leaders are monitoring, evaluating and developing teaching across the school rigorously. Teaching is good overall and improving rapidly but there are still inconsistencies, for example in marking and assessment, that have not been ironed out. In some lessons, opportunities are limited for pupils to take their learning to an even higher level through working independently. The great variety of curriculum opportunities and the wealth of trips, visits and visitors inspire pupils, broaden their horizons and develop their individual talents.

Pupils and parents and carers rightly feel that the school provides excellent care, guidance and support. Particular praise is given by parents of pupils who have special educational needs and/or disabilities. There are numerous examples of how the personalised care and structured learning support on offer has helped pupils to develop confidence and be successful learners.

The school is led by a highly committed headteacher who has a detailed understanding

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of the school's overall strengths and areas for development. The school has built on the strengths of its two predecessor schools. Work to improve the quality of systems for tracking pupils' progress and extend curriculum opportunities has been highly effective. Excellent processes for school self-evaluation and development planning are well-established. Supported by a very knowledgeable and talented governing body, the school has outstanding capacity to improve further.

What does the school need to do to improve further?

- Raise the quality of teaching further by:
 - sharing the outstanding practice, particularly the skills of marking and assessment
 - embedding the policies and systems for developing teaching
 - increasing opportunities for pupils to learn independently.

Outcomes for individuals and groups of pupils**1**

Achievement is excellent. Pupils are highly motivated. They make good progress and there are no underachieving groups. Pupils with special educational needs and/or disabilities make excellent progress.

The school's tracking and inspection evidence indicate that all pupils are on course to reach or exceed their challenging targets. Attainment in English, mathematics and science is strong throughout the school. Excellent outcomes are contributing exceptionally well to pupils' future economic well-being. The effective use of information and communication technology helps pupils to raise the standard of their work and to develop the skills of organising and analysing information.

Warm and extremely positive relationships are an important factor in pupils' thorough enjoyment of school and their above average attendance. Pupils display an outstanding regard for the safety and well-being of others. A new, comprehensive behaviour policy has been developed. This is implemented consistently and consequently so that pupils are fully aware of, and meet, the high expectations for behaviour. There are very few cases of bullying but if incidents occur, the school acts swiftly to resolve them and restore the usual harmony that pervades the school. Pupils have an excellent awareness of other cultures, ethnicities and religions.

Pupils are very proud of their school. They seize the many opportunities to contribute to its development with eagerness and take their responsibilities to improve the wider community very seriously. Consequently, they make an excellent contribution to the highly supportive and orderly learning environment as well as to the local community. The two school councils are very active and spearhead many fund-raising events. For example, recently, pupils have been involved in arranging a book sale to raise money for the Royal National Institute for the Blind and in sponsoring events for Children in Need, the Haiti appeal and the Sports Relief mile.

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These are the grades for pupils' outcomes

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

How effective is the provision?

The large majority of lessons observed during the inspection were at least good. Pupils with additional needs are supported very well by teaching assistants. Many teachers use assessment information effectively to plan work that matches the needs of all groups within the class. More-able pupils and different groups of pupils are challenged well in the majority of lessons. In the most effective lessons, teachers direct questions to probe pupils' knowledge and understanding; pupils enjoy well-planned opportunities to discuss their ideas with others and the pace of lessons is snappy with good opportunities for pupils to evaluate their own and each other's work in relation to clear success criteria. In the lessons where assessment information and techniques are not used as skilfully, the match between objectives, tasks and pupils' needs is not close enough to ensure excellent learning. In addition, some teachers over-direct lessons, talk too much and limit opportunities for pupils to develop independence and lead learning. Teachers mark pupils' work thoroughly and use praise well, but not all marking clarifies the next learning steps for pupils.

The curriculum is extremely well-planned and offers a creative range of cross-curricular

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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experiences. The strong personal, social and health education programme assists pupils' outstanding personal development. Specialist teaching in music, physical education and French enhances provision further. Curriculum enrichment is outstanding. A wide range of visits, clubs and activities are very well attended.

Pupils' needs are central to the work of the school and all adults effectively help pupils, parents and carers to get the best from learning. The school works very well with external agencies to ensure tailored, expert support for pupils. Induction and transition arrangements for children entering the school in the Early Years Foundation Stage, at other points during the school year and when moving on to other schools, are excellent.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's determined commitment to improvement has permeated the school and underpins high standards that have been sustained through the challenges of amalgamation. Senior leaders communicate ambition extremely effectively and work cohesively to develop a shared sense of purpose. Pupils' progress is monitored very closely and target setting is used successfully to drive up standards. Governors are dedicated, highly organised, and influential in establishing the strategic direction of the school. They make an exceptional contribution to the school's capacity to improve. Safeguarding is robust. Governors and senior leaders discharge their duties effectively and management responsibilities in relation to child protection are well-established.

Staff benefit from well-planned continuous professional development. Highly competent middle leaders are fully involved in monitoring and evaluating the work of the school. Teamwork is a strength, with excellent opportunities to work collaboratively.

The rigorous promotion of equality is evident in the high achievement of different groups. The school is a very unified community that rejoices in its cultural diversity. Pupils develop an excellent understanding of the local community. Their awareness of national and global contexts is less well developed. Quite rightly, the school is planning to be more systematic in developing and evaluating its good contribution to community cohesion.

Excellent partnerships with local schools and other agencies enhance provision and support outstanding outcomes for pupils. The school deploys its resources very well to secure first-rate value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

Early Years Foundation Stage

Children enjoy their learning and make consistently good progress. By the time they enter Year 1, their attainment in all areas of learning is above average.

The environment for learning is very well resourced. It is effectively organised, stimulating and celebrates the diversity of children's backgrounds. Safeguarding is central to everything, robust but not restrictive. Excellent and imaginative provision excites children's curiosity and promotes a love of learning. Staff are highly skilled in providing a wide range of activities both indoors and outdoors that challenge children to share, think of others and develop their communication skills. Consequently, children's behaviour is excellent. Children are cooperative and kind to each other, applying themselves to tasks with concentration and persistence.

Leadership and management of provision are outstanding. Comprehensive systems for recording and tracking children's progress provide a full picture of every child's learning. Excellent partnership with parents and carers contributes to children's well-being and contentment. Induction arrangements are extremely well considered. Rigorous self-evaluation, including the views of parents and carers and children, ensures continuous improvement and provision that is highly responsive to children's needs.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A high number of questionnaires were returned. The overwhelming majority of parents and carers are very happy with the school and speak highly of the headteacher. Most say their children enjoy attending and that they make good progress. Parents and carers regard the school as extremely caring and supportive and commend the dedication of the staff. They identify a number of strengths in the school, including the activities, the relationships with staff, the good start children receive in Reception, the school ethos, pupils' enjoyment and support for those with additional needs.

A few parents and carers feel the governing body does not listen to their concerns and a few with older children feel that some staff 'talk down' to them.

Inspectors agree with the positive views of parents and carers and judge that the school has managed the change and uncertainty that amalgamation entails very effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Lodge First and Middle 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 348 completed questionnaires by the end of the on-site inspection. In total, there are 688 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	219	63	118	34	9	3	0	0
The school keeps my child safe	229	66	106	31	10	3	0	0
The school informs me about my child's progress	143	41	185	53	19	6	1	0
My child is making enough progress at this school	131	38	189	55	24	7	1	0
The teaching is good at this school	175	51	161	47	8	2	0	0
The school helps me to support my child's learning	163	48	159	47	20	6	0	0
The school helps my child to have a healthy lifestyle	154	45	170	50	15	4	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)	131	41	166	53	11	4	3	1
The school meets my child's particular needs	131	39	181	53	27	8	0	0
The school deals effectively with unacceptable behaviour	140	41	181	53	15	4	5	2
The school takes account of my suggestions and concerns	122	37	186	55	20	6	5	2
The school is led and managed effectively	212	61	122	36	7	2	3	1
Overall, I am happy with my child's experience at this school	212	62	121	35	9	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.



12 March 2010

Dear Pupils

Inspection of West Lodge First and Middle School, Pinner HA5 1AF

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how extremely polite and considerate you all were and how very well you behaved. You and your parents and carers told us that West Lodge is an outstanding school, and we agree. These are the things we found that your school does well:

- You get off to a good start in Reception and make good progress in your work through the school. You reach standards by the end of Year 6 that are better than in most schools because teaching is good and your progress is closely monitored.
- You enjoy learning very much and your attendance is above average.
- Your behaviour is excellent, and you are extremely sensible and know how to keep safe.
- You really enjoy and benefit from the many fun activities, clubs, visits and visitors.
- Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.
- Your headteacher, senior teachers and governors lead the school exceptionally well and all the staff work highly effectively together as a team to make sure that West Lodge is a safe, secure and happy place to learn.

There is one thing we have identified for staff and governors to improve:

- Raise the quality of teaching further by sharing the outstanding practice, making sure everyone is working to the new policies and giving you more opportunities to learn independently.

You can all help by continuing to work really hard. Thank you again for an enjoyable visit to your school and best wishes for the future.

Yours sincerely,

Jacqueline White

Her Majesty's Inspector

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