

West Grove Primary School

Inspection report

Unique Reference Number	131657
Local Authority	Enfield
Inspection number	341185
Inspection dates	25–26 May 2010
Reporting inspector	Martin Beale

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	470
Appropriate authority	The governing body
Chair	Paula Nicola
Headteacher	Angela Campbell
Date of previous school inspection	9 July 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 26 lessons, observing 16 teachers at least once, and held meetings with staff, groups of pupils and the Chair of the Governing Body. Informal discussions were also held with parents as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. The team analysed 152 questionnaires from parents and carers, 99 responses to the pupil survey and 42 responses to the staff questionnaire.

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

- How effectively teaching challenges the more able pupils.
- The impact of action undertaken to improve the progress and attainment of boys in writing.
- How well the school supports the more vulnerable pupils and those who arrive during the course of the school year.

Information about the school

This large school serves a culturally diverse community. More pupils than in most schools join or leave other than at the usual stages. The proportion of pupils known to be eligible for a free school meal is above average. The large majority of pupils are from minority ethnic backgrounds and almost half of the pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average as is the number with a statement of special educational needs. Their needs are mostly associated with learning difficulties related to literacy. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. The school has received the National Healthy School Status and Activemark. The school hosts a privately run breakfast and after-school club, which is inspected separately.

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

West Grove Primary is a good school. It provides a warm and welcoming environment where pupils and staff work together in harmony. As one parent wrote, 'West Grove has a caring and loving environment ? I couldn't praise it enough.' There are major strengths in the high quality of the care, support and guidance provided and the wide range of activities to strengthen the partnership with parents. As a result, relationships are positive and pupils are almost unanimous in saying how safe they feel in school and that they are confident that adults will deal quickly with their concerns. Pupils behave well. They are considerate towards each other and take care to ensure that newcomers settle in and make new friends quickly.

The youngest children get off to a good start in the Nursery and Reception classes. From skill levels that are below those expected for their age on entry, they make good progress in an interesting and supportive environment, where adults focus carefully on the needs of each individual child. This good start is built on well across the rest of the school, so that pupils make good progress and their attainment is broadly average by the end of Year 6. Although action has been undertaken to improve boys' writing the gap with the attainment of girls is only closing slowly.

Pupils make good progress because there is much interesting and engaging teaching that involves them in all aspects of their lessons. The most effective teaching uses assessment information to pitch lessons carefully to meet the individual needs of pupils and move them on in their learning, although at times this is not refined enough to ensure that all pupils are challenged. Furthermore, marking varies and does not always show pupils how they can improve their work to meet their individual targets.

Pupils learn through a series of rich experiences on a daily basis. Learning is increasingly linked between subjects to make it more interesting. Nevertheless, the school has recognised that the next stage in developing writing, particularly for boys, is to provide increased opportunities for pupils to write in different contexts. Educational visits at the start of a topic stimulate the pupils' thinking so that they can develop lines of enquiry they might wish to follow.

The school has a very clear understanding of the circumstances of pupils and their families. This enables leaders to identify the precise difficulties faced by pupils with special educational needs and/or disabilities and to target support programmes effectively. By carefully checking on the progress of pupils on a regular basis, any pupil falling behind the school's expectation of them is identified and measures are put in place to deal with this quickly. Parents greatly value the extensive help and guidance that is provided to enable them to support their children's learning and to improve their

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own skills such as through English language classes.

The well-led and reflective staff team shares a common purpose and pulls together in the drive to improve performance. The headteacher is ably supported by the deputy headteacher, other key members of staff and an increasingly effective governing body. Action to overcome any areas of concern is based on an accurate evaluation of the school's qualities and clear priorities for improvement. On this basis and given the consolidation of previously good performance, the school has good capacity for further improvement.

What does the school need to do to improve further?

- Sharpen the use of assessment to guide lesson planning and to give pupils a clearer picture both of how well they are doing and the steps needed to take their work to the next level.
- Build opportunities for the development of writing in a wider range of forms and contexts into the curriculum.

Outcomes for individuals and groups of pupils

2

Pupils concentrate on activities, work hard and enjoy sharing their thoughts and ideas with others through discussion in pairs and groups. These skills were particularly evident when Year 6 pupils rose to the challenge of using algebraic methods to solve quite complex problems. Pupils become more independent as they get older and many are able to take responsibility for aspects of their learning, such as when suggesting areas they want to study in their topic work. They develop their basic skills at a good pace and apply them in a wide range of contexts. These qualities support their good progress. Pupils with special educational needs and/or disabilities and those entering with limited English also make good progress as a result of the careful balance between support in lessons and withdrawal for specific focused activities.

Pupils of all backgrounds work and play happily together, valuing the diversity around them and learning to respect the customs of others. They are interested in finding out about the world around them and enjoy taking part in cultural activities and leading assemblies. Their contribution to school developments is greatly valued, such as the planned redecoration of the dining hall to reflect characteristics of healthy eating. They develop a good understanding of how their diet and exercise can influence their health. Pupils' attendance is steadily improving and the number of persistent absentees is falling because of the concerted action taken by the school.

These are the grades for pupils' outcomes

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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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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In the most effective lessons, teachers use engaging methods and probing questions to keep pupils engaged and involved in all aspects of the lesson. These features were seen to excellent effect in a Year 1 English lesson which engaged the pupils, fired their imaginations and challenged their thinking. Music, video, pictures and discussion were all used with great skill by the teacher to stimulate many ideas from the class about how to develop their story settings. In this, as in other lessons, skilled support staff were deployed well and ensured that the pupils they were working with contributed and participated fully.

Most key skills are promoted well while making the pupils' learning more enjoyable by closely linking learning in different subjects. Teachers include areas of interest suggested by the pupils when planning topics. Collaborative work is encouraged along with opportunities for drama, role play and the use of new technology. Many activities are provided to broaden the pupils' experiences both during and beyond the school day, including visits linked to areas of study. Partnerships with other schools strengthen opportunities for sport and provide additional activities for gifted and talented pupils. Specialist provision for pupils with special educational needs and/or disabilities includes very valuable time in the sensory room in order to encourage language development. External agencies provide excellent and much valued support for vulnerable pupils and those in need of their specific expertise. Very thorough induction arrangements when pupils join at whatever stage and the careful preparation when they move on to secondary school help to give a seamless transfer from one stage to the next. One example is how well the 'buddy' system helps new arrivals to settle quickly, make new

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friends and provides further support if needed.

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 has high expectations of her staff and has developed effective procedures for checking their performance and providing support for the improvement of their teaching. Targets are challenging and used constantly as a level to raise achievement and check the progress of pupils. Phase and subject leaders play a crucial role in supporting their colleagues through sharing their good practice and working alongside them to develop particular aspects of their work. Improvement planning is based on a clear understanding of the school's qualities.

The governing body is well led and provides a balance of challenge and support for the school and its leadership team. The governing body rigorously ensures that everyone works in a safe environment, and that all arrangements for safeguarding the welfare of the pupils are fully met so that anyone working with children in the school is properly vetted. Parents and carers feel well informed about their children's progress but, as some have pointed out, their views are not sought systematically and used to inform priorities for development.

The school is strongly committed to the promotion of equality of opportunity and to tackling any discrimination and these are at the heart of all that the school does. The headteacher and her team focus sharply on identifying and removing barriers to learning, whatever these might be. As a result, pupils from various minority ethnic groups represented in the school achieve well, and where any gaps are noted successful action is taken, such as to improve the reading of Turkish girls at Key Stage 1.

A further outcome is that this is a very cohesive school, where everyone feels valued. Senior leaders and governors have a clear understanding of the context within which the school operates and have planned many activities to help promote community cohesion. The school would not be able to support pupils or enrich their experiences effectively were it not for the expertise brought in through links with a variety of outside organisations. Close links with home are used not just to help parents to support their children's learning but also to point them towards additional services in the area. Parents have the opportunity to work alongside their children during Family Learning Week and attendance was high at the recent mathematics workshop.

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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
The effectiveness of the school's engagement with parents and carers	1
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

The children's language and calculation skills are below those typically expected for their age on entry to the Nursery so that in spite of the sharp focus on these areas, their reading, writing and problem solving is slightly below expectations by the time they leave Reception. Their greatest achievement is in their physical development as well as their creativity and imagination.

The children respond with enjoyment to the wide range of stimulating activities and learning experiences which encourage them to explore, investigate resources and learn at their own pace. They demonstrate their independence in their choice of activities and persist at tasks, often working collaboratively as a team. The careful balance between activities directed by adults and those chosen by the children provides good opportunities for them to learn at their own pace. Relationships established with the adults in the team are positive and contribute to them feeling safe, secure and confident to ask for support when they need it. One parent summed this up well when writing, 'The staff went beyond my hopes when helping me to settle my son in at the beginning of term. He finds Nursery a stimulating, fun, safe place to be and loves coming to school.'

All adults in the team work closely with each other. They are sensitive to the needs of individual children and use their careful ongoing assessments to plan activities to meet the next stage of their development. The outside area in the Nursery is used imaginatively, but the outdoors is not used as well in Reception which is something already identified by the school, with plans for improvement being in place. The team is

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well led with a sharp focus on improving provision, safeguarding the welfare of the children and forging even stronger links with parents and carers. The drive and determination to bring greater consistency to the setting and to the children's achievement give a firm platform for further improvement.

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

Views of parents and carers

Parents and carers are happy with most aspects of the school but a very small minority have concerns about others. Most are happy with the information they receive about their children's progress and report that their children enjoy school and feel safe. Inspection evidence supports the view of parents and carers that teaching is good and that the school helps their children to have a healthy lifestyle. Inspection evidence does not support the views of a few parents and carers who feel that the school does not deal effectively with unacceptable behaviour, deal with individual needs or enable their children to make good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Grove 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 152 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	47	75	49	3	2	0	0
The school keeps my child safe	79	52	63	41	8	5	0	0
The school informs me about my child's progress	65	43	78	51	6	4	0	0
My child is making enough progress at this school	53	35	77	51	15	10	5	3
The teaching is good at this school	63	41	76	50	12	8	0	0
The school helps me to support my child's learning	59	39	77	51	13	9	1	1
The school helps my child to have a healthy lifestyle	57	38	86	57	7	5	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)	47	31	80	53	13	9	3	2
The school meets my child's particular needs	53	35	75	49	15	10	6	4
The school deals effectively with unacceptable behaviour	55	36	73	48	13	9	8	5
The school takes account of my suggestions and concerns	49	32	74	49	17	11	5	3
The school is led and managed effectively	57	38	71	47	11	7	7	5
Overall, I am happy with my child's experience at this school	63	41	72	47	10	7	5	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



27 May 2010

Dear Pupils

Inspection of West Grove Primary School, London, N14 4LR

Thank you all very much for your friendliness and help when we visited your school recently. We agree with you that West Grove is a good school. You clearly enjoy school and we agree with you that your teachers take very good care of you. Your behaviour is good, and those of you who have special jobs, like members of the school council, carry out your duties responsibly. We liked the way you help newcomers to the school to settle in quickly. We also feel that the school goes out of its way to help your parents to understand how they can support you in your learning and development.

You make good progress, learning the skills you need for the future. This is because you are taught well and have interesting things to learn. Those of you who find learning more difficult or are new to learning English also make good progress because of the support you receive, particularly from classroom assistants.

Everyone is trying hard to make the school even better. The two things we have asked the teachers and other adults to do are to:

- use assessment information better when planning lessons and to help you to understand more clearly how to take the steps to reach your targets
- give you more opportunities to practise your writing, so that all of you, but especially the boys, improve your writing skills.

You can play your part in helping the school to get even better by continuing to work hard and show pride in your school.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector

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