

# Perivale Primary School

## Inspection report

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<b>Unique Reference Number</b>	101906
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	355092
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Denise Morris

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	465
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Langan
<b>Headteacher</b>	Anthony Reynolds
<b>Date of previous school inspection</b>	19 September 2007
<b>School address</b>	Federal Road Perivale Greenford UB6 7AP
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 18 lessons and saw 15 teachers. Meetings were held with senior staff, members of the governing body, teachers and pupils. Inspectors observed the school's work and looked at planning documents, the school's development plan, pupils' books and assessment information. The inspection questionnaires were responded to by 50 parents and carers. Pupils in Years 3 to 6 and a number of staff responded to questionnaires. The inspection team looked in detail at the following.

- The quality of teaching and learning and whether it is helping to improve pupils' attainment.
- Whether the curriculum is tailored to meet individual needs.
- How leaders and managers, including governors, are trying to improve the progress of all groups of pupils.

## Information about the school

This is a large primary school with a part-time Nursery. Pupils come from a wide range of ethnic backgrounds and most speak English as an additional language. A very high proportion of younger pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities, mainly speech and language difficulties, learning difficulties and/or hearing impairment, is higher than average. A high number of pupils join or leave the school at times other than the usual starting or finishing times. The school has recently moved into new, purpose-built accommodation. A new children's centre, managed by the governing body has just opened on the site.

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

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

## Inspection judgements

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

**3**

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

**3**

### Main findings

Parents and carers are right when they say that their children are safe and secure at school and that they lead healthy lives. This is because of the good-quality care, guidance and support which lead to pupils' effective personal development and well-being. Their good behaviour is reflected in their respectful attitudes and the way that pupils from many different cultural backgrounds work and play together in harmony. Pupils' knowledge of healthy eating and keeping fit is outstanding and they have an excellent awareness of how to keep themselves safe. Their spiritual, moral, social and cultural development is good. Pupils say that they enjoy school, and their parents and carers agree. This is evident in their rapidly-improving attendance.

Children get off to a sound start to their education in the Early Years Foundation Stage but do not always have enough practical experiences in their numeracy sessions. Like their older peers, they benefit from the excellent new accommodation which contributes significantly to the appropriate range of curriculum opportunities in all parts of the school. Pupils in Years 1 to 6 make satisfactory progress during their time at the school. Attainment is average by the end of Year 6. It is better in English than in mathematics. Teaching is mostly satisfactory, with examples of good teaching particularly in English. In mathematics lessons, pupils do not have enough opportunities to do practical activities and often sit for too long on the carpet listening to their teacher. As a result, the pace of their learning in these lessons is slow. Pupils with special educational needs and/or disabilities achieve well because of well-organised provision and support. Those who speak English as an additional language make good progress in learning the language due to carefully-tailored help and guidance. Opportunities for more able pupils to extend their skills in all subjects are not always evident.

The headteacher has led the school successfully through its transition to the new building. He has ensured that pupils have an exceptional environment in which to learn. High-quality attention to detail ensures that safeguarding procedures go well beyond current statutory requirements and are outstanding. Leaders and managers have been busy with the move and there has been a lack of rigour in monitoring the quality of teaching and learning. However, recent and accurate self-evaluation shows that leaders and managers are aware of what needs doing to bring about improvements. Rigorous attention to improving attendance is beginning to work. New assessment and tracking systems have been introduced and although in the early stages, these are beginning to have an impact on pupils' achievements particularly in the older classes. The use of assessment across the school is inconsistent and not all pupils are fully involved in setting and measuring their own targets. Effective partnerships, including with parents and carers, have a very positive impact on pupils' personal development. The governing

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body is supportive although several members are new to their roles and are not challenging leaders sufficiently. There has been sound improvement since the last inspection. The school has a satisfactory capacity to continue improving.

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

- Raise attainment across the school, particularly in mathematics by:
  - ensuring that lessons contain more opportunities for practical tasks so that pupils can find answers for themselves
  - improving the pace of learning in lessons so that pupils make better progress and do more work in the time allowed ?
  - developing strategies to ensure that more able pupils fully meet their potential
  - providing more opportunities in the Early Years Foundation Stage for children to investigate, solve problems and do practical activities in numeracy sessions.
- Make sure the new assessment system is used consistently across the school and involve pupils more fully in setting and measuring their own targets.
- Improve the quality of teaching and learning in all subjects by ensuring that monitoring is rigorous and that subject leaders are accountable.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy school and have positive attitudes to learning. They make satisfactory progress from their starting points. By Year 2, their skills are broadly average though better in reading than in writing and mathematics. Pupils learn best when lessons are fun. In a science lesson in Year 2 for example, pupils were excited by the use of the interactive whiteboard as they learned about healthy eating. Because learning was fun, pupils joined in with enthusiasm to 'drag' healthy foods onto the plate, reading the text and showing good learning and good information and communication technology skills. In Years 3 to 6, there is a similar picture so that by the time pupils transfer to secondary school most have made at least satisfactory progress during their time at the school. They attain average standards in English, better in reading than writing, but below average in mathematics. Pupils in Year 6 showed their good reading skills as they researched how written language changes over time. Clear explanations of how words change and effective open questioning by the teacher meant that pupils quickly showed good understanding of some difficult language. They explained that the autobiographical text that they were reading was written in the 'third person' and gave some accurate examples. Sometimes, there is a lack of challenge in mathematics lessons and there are too few examples of pupils learning through investigations and practical activities. The proportion of pupils who attain the higher levels in mathematics is low. This is because they are not challenged to achieve more in their lessons. Those with special educational needs and/or disabilities achieve well.

Pupils value the safe and extensive play areas and say that it is really exciting to have so much space. They behave well in and around the school and say that there is absolutely

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no bullying. Older pupils take good care of younger ones and regularly act as reading mentors. They take on many responsibilities for improving their environment. For example, the productive school council worked closely with the architect to ensure the new building met their needs. Their excellent awareness of how to be healthy is reflected in their 'Healthy School' and 'Active Mark' awards. A high percentage of pupils take the healthy school lunches and of those who bring lunch from home almost all bring at least one piece of fruit. Lots of sports both after school and during the day mean that pupils keep fit. A large majority pupils attend at least one club after school. Pupils regularly work with other local schools to improve the local environment and develop their sporting ability. They raise money for different charities, such as 'asthma awareness' and are satisfactorily prepared for their future lives.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The curriculum celebrates the many different cultural backgrounds of the pupils. For example, there are regular visitors from different cultures and pupils take part in celebrations such as Eid and Divali. The annual dance festival includes many

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

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opportunities for pupils, and parents and carers to share each other's lifestyles and sample different foods cooked and brought in by parents and carers. Literacy and information and communication technology skills are promoted well through the curriculum and help to extend pupils' skills. Numeracy skills are less well planned and are not always used well enough in other subjects. The curriculum does not always provide activities to challenge those pupils who are more able.

Teachers know pupils well and take good care of them which results in positive relationships and pupils' good behaviour. Questioning, particularly as part of literacy lessons, is a strength. Effective modelling of language by staff helps pupils to understand English and encourages them to use their language skills and listen carefully to others. For example, in Year 2, the teacher modelled the language that should be used to give instructions. As a result, she helped pupils to order accurately the instructions for making a cup of tea and gave them the confidence to try out their English. Because of this, most succeeded in the task set. In some classes, expectations of what pupils can achieve are not high enough. This is particularly evident in mathematics where pupils do not always have sufficient opportunities to investigate and try to find solutions and answers to questions. Too much emphasis is put on completing number worksheets, particularly in the younger classes, instead of allowing pupils to do practical tasks. Assessment through marking is variable. The new assessment and tracking system is used well in some classes, particularly for older pupils, but does not have a full impact across the school and not all pupils know what their targets are.

The school has established very thorough arrangements for welfare, health and safety. Carefully-tailored additional support for language needs and for those with special educational needs and/or disabilities ensures that these pupils achieve well and often exceed their targets. Provision to support more able pupils or those who are gifted or talented is less well developed

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has a clear vision for the school which has resulted in the excellent accommodation that is highly valued by the whole school community. Effective partnerships with support services and with local schools contribute well to pupils' personal development. Effective links with business partners enable the school to improve resources and develop its outdoor space. The school promotes equality of

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opportunity appropriately and eliminates discrimination successfully. For example, as part of the school's satisfactory community cohesion strategy, pupils celebrate diversity through many different activities. They learn about each other's lifestyles through the many visits and visitors who share their own beliefs and cultures. Pupils also have a productive link with a school in Suffolk giving them a greater awareness of life in modern Britain. Leaders and managers are rigorous in embedding improvement and demonstrate their ambition by the way they have worked tirelessly to secure the new school, and more recently the newly-opened children's centre. Monitoring of teaching, learning and attainment has taken a back seat in recent months and has not been a priority. However, recent, accurate self-evaluation has highlighted the strengths and weaknesses of the school. A good start has already been made to improve achievement through setting in Years 4 to 6 and through the vigorous way that leaders have improved attendance. Parents and carers are supportive and pleased with the school. The governing body meets its statutory responsibilities. Safeguarding, including child protection procedures, is particularly robust and extremely effective.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children enjoy their time in the Nursery and Reception classes. They benefit from excellent accommodation and resources both in the classrooms and outdoors. Children make good progress in the personal, social and emotional development because of the careful support and rigorous attention to safety that ensures high-quality welfare arrangements are in place. They make healthy choices of fruit at break times and play



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happily together with their peers. Many have limited ability to speak English on entry to the school. They quickly catch up because of some well-planned activities to help them develop their skills. Children make good progress in communication, language and literacy. In the Nursery, for example, children follow instructions to explore pasta shapes because of careful explanations and modelling. In the Reception class, children are encouraged to share and take turns. They made good progress as they used a mirror to make sure that they were saying their sounds correctly and worked well with a partner to practise their sounds. In the development of problem-solving, reasoning and numeracy, progress dips because children do not have enough practical play activities linked to learning about numbers and shapes. In most lessons, children are fully engaged in a broad range of activities. Just occasionally they sit for too long on the carpet and the pace of their learning slows.

Leadership is satisfactory. Children are very well looked after and their welfare is rigorously monitored. Their achievements are noted but are not used as well as they could be to plan the next stage of learning.

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

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

**Views of parents and carers**

A much smaller than average number of questionnaires was received from parents and carers. Those who did return them are supportive of the school and are extremely pleased with their children's education. 'I would recommend Perivale to any parent without hesitation. All my children enjoy school. Communication, safety, behaviour and education is dealt with in a very polite and professional manner', wrote a parent. Another commented that 'communication between school and parents is excellent'. All of the parents and carers who responded to the questionnaires said that their children enjoy school and that the school keeps them safe. A very few feel that their children are capable of more progress. Inspection evidence shows that some pupils, particularly the more able pupils, could achieve more in mathematics.

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

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	62	19	38	0	0	0	0
The school keeps my child safe	32	64	18	36	0	0	0	0
The school informs me about my child's progress	20	40	26	52	0	0	0	0
My child is making enough progress at this school	18	36	25	50	6	12	0	0
The teaching is good at this school	21	42	24	48	4	8	0	0
The school helps me to support my child's learning	16	32	27	54	4	8	0	0
The school helps my child to have a healthy lifestyle	20	40	28	56	1	2	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)	19	38	23	46	0	0	0	0
The school meets my child's particular needs	13	26	30	60	3	6	0	0
The school deals effectively with unacceptable behaviour	22	44	23	46	3	6	0	0
The school takes account of my suggestions and concerns	12	24	30	60	2	4	0	2
The school is led and managed effectively	21	42	25	50	0	0	0	0
Overall, I am happy with my child's experience at this school	24	48	24	48	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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



17 September 2010

Dear Pupils

Inspection of Perivale Primary School, Greenford UB6 7AP

On behalf of the team, thank you for your help during our recent visit to your school.

This letter is to tell you some of the things we found out.

- Perivale provides you with a satisfactory education.
- You behave well in and around the school and get on very well with your peers.
- You have an excellent understanding of how to stay safe and how to keep healthy.
- You are coming to school more often than you used to, well done.
- You make good progress in learning English and most of you do well in your literacy lessons.
- You have some exciting after-school clubs that many of you attend.
- Your teachers and leaders take very good care of you.

We have asked your headteacher and staff to do three things to help you do even better:

- improve your skills in mathematics so that you all make better progress and make sure that those of you who could do more have lots of practical activities to help you achieve
- make sure your work is assessed regularly and make sure you all know your targets and are involved in setting them
- check lessons regularly to make sure teaching is good
- make sure the youngest children have enough opportunities to investigate and do practical activities in their numeracy sessions.

Thank you again for your help.

Yours sincerely

Denise Morris

Lead Inspector

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