

Durdans Park Primary School

Inspection report

Unique Reference Number	101896
Local Authority	Ealing
Inspection number	355090
Inspection dates	2–3 March 2011
Reporting inspector	Sheila Nolan

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	494
Appropriate authority	The governing body
Chair	Varsha Sokal
Headteacher	Mr C Duhig
Date of previous school inspection	7 February 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 22 lessons, taught by 13 teachers. Eight observations were carried out jointly with senior managers. Inspectors had meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and school policies. They analysed questionnaires from 79 pupils, 23 staff and 190 parents and carers. The school's safeguarding procedures were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key questions.

- What strategies have contributed to the recent significant improvements in English?
- Why are there year-by-year fluctuations in the pupils' attainment in mathematics and why is there a slower pattern of improvement in mathematics than in English?
- To what extent is the unevenness in the rate of progress for different year groups a regular feature of the school?
- What accounts for the seemingly faster progress made by girls compared with boys at the Early Years Foundation Stage?

Information about the school

Durdans Park is a larger than the average-sized primary school. The overwhelming majority of pupils come from minority ethnic groups and speak English as an additional language. The largest groups of pupils have Indian, Pakistani and Tamil heritages. There are also recently arrived significant groups with Somali and Afghani backgrounds. Currently, there are 35 pupils at the early stages of English acquisition, spread throughout the school. The proportion of the pupils, around a quarter, known to be eligible for a free school meal is above that found nationally. A similar proportion to that found nationally have a statement of special educational needs but the overall proportion with special educational needs and/or disabilities is below the national average. These special needs relate to a range of barriers to learning, mainly speech, language and communication difficulties. More pupils join or leave the school throughout the year than is found in schools nationally. The school has gained the International Schools Award and renewed its Healthy Schools status since the last inspection. The Nursery provides part-time places for 94 children. Approximately two thirds of these children progress into the Reception Year.

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

Durdans Park is a good school which has gone from strength to strength between successive inspections. Its vision of a fully inclusive school, well followed by all staff, parents and carers and pupils, is a particularly strong characteristic. It rightly states that it is a 'safe and happy school where everyone is respected and listened to'. Pupils enjoy school because 'they learn interesting new things' and report that they feel safe and supported by the adults around them. The school also tries diligently to engage with all of its parents and carers. It has had real success with family learning and is recognised nationally for its good work with minority ethnic groups, most recently with the Somali community.

The school has given high priority over recent years to supporting the pupils' personal development so that their spiritual, moral, social and cultural development is good. Pupils behave well and have positive attitudes to learning. The school has also done well in ensuring good academic progress. Attainment at the end of Year 6 is average with English national test results above average for the first time in 2010. Attainment in mathematics, although average, is still weaker than that in English. This is because there has not been enough attention to enabling pupils to explore the language of mathematics or to use calculation skills in a range of contexts. Through rigorous checking procedures, the school has identified that the pupils' rate of progress slows in Year 1 before picking up again in Year 2. This results from the sharp contrast between the children's experience in the Reception Year and the more formal curriculum in Year 1. Senior leaders also acknowledge that there are not enough opportunities to encourage boys' independent learning.

The school has a good capacity to sustain further improvement as demonstrated by its progress between inspections. The headteacher, together with both senior and middle leaders, has been relentless in ensuring improvements in teaching and learning. Durdans Park is a driver for improvement among a cluster of local schools, initiating a range of effective professional development activities. The effects of these ongoing efforts are seen in the improvements in the pupils' achievements, in the good guidance to pupils on how to improve their work, and in the overall good teaching. Procedures to identify underachievement and intervene successfully are securely established. The well-kept environment and stimulating display genuinely reflect the good curriculum and strong international links. Self-evaluation is thorough, honest and accurate. Staff and governors understand the strengths of the school as well as areas for further development. Nevertheless, the governing body depends too much on report evidence provided by the school rather than direct scrutiny of, for example, progress in mathematics.

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What does the school need to do to improve further?

- Raise the pupils' attainment in mathematics and promote further pupils' future economic well-being by:
 - ensuring that they have good opportunities to apply their number skills in a wide range of practical contexts
 - extending the range of subject-specific vocabulary to which the pupils are exposed
 - ensuring that members of the governing body regularly analyse pupils' progress in mathematics.
- Adapt the curriculum in Year 1, whilst ensuring the National Curriculum is covered, so that it better matches the needs of the pupils by:
 - ensuring a smooth transition from the Early Years Foundation Stage and maintaining the earlier good rate of progress
 - providing better opportunities for boys to gain greater independence in their learning so that they catch up with the girls.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school, have positive attitudes to learning and progress well in lessons, particularly when they are encouraged to take responsibility for evaluating their own work and the work of others. This was clearly evident in a Year 6 lesson on how to write formally. All groups of pupils made good progress in understanding how this differed from casual correspondence because of the very clear guidelines showing them what was required and because of the teacher's good modelling of the task. Similarly, in a Year 5 mathematics lesson, pupils made fast progress in using non-standard methods for long multiplication because they were actively involved in assessing the accuracy of each other's work.

Generally, pupils behave well in class and around the site because of high expectations. There are very effective interventions for those pupils at the early stages of learning English and for those pupils who initially display delay in language development and communication difficulties. Pupils grow in confidence and make rapid progress because of the emphasis on role play and drama related to topics for future writing.

From well-below average starting points in the Nursery, pupils make overall good progress to reach average levels of attainment by the end of Year 6. Those pupils who spend all of their primary education at Durdans Park make particularly fast progress. The rise in attainment in English is the result of very detailed analyses of gaps in the pupils' performance followed by a concerted effort to help pupils respond to questions that involve them in 'reading between the lines'. By contrast, pupils' attainment in mathematics, although generally average, was slightly lower than in previous years. Too few pupils gained the higher levels, mainly because there has not been enough emphasis on using and applying calculation skills in a range of contexts and on exploring language in mathematical problems.

The school has largely overcome previous variability in progress between year groups, mostly caused by staffing turbulence. It does recognise, nevertheless, that pupils do not

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advance quickly enough in Year 1 although most make up lost ground in Year 2. Children find the transition from the Reception Year to the more formal Year 1 curriculum very challenging. The school has also identified that new arrivals, both refugees and asylum seekers, are making the slowest progress of all groups within the school.

Pupils report that they feel safe in school and that most concerns are dealt with rapidly and effectively. Pupils' attendance is above average. In their efforts to help others, Year 6 pupils take on roles and responsibilities that support the smooth running of the school. All year groups are actively involved in charity fund raising and take part in a local conference. Pupils' awareness of different ethnic cultures is strong because of the diverse school community and the opportunities to participate in a wide range of celebratory events involving all minority ethnic groups. Most pupils have a good sense of how to stay healthy and are keen participants in sport. The school is on a mission to improve packed lunches, reflecting the impact of the school's healthy award status. Pupils prepare satisfactorily for their future economic well-being, learning gradually to apply their basic skills to problem solving. They are also learning to improve their punctuality to school in the mornings.

These are the grades for pupils' outcomes

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	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

A strong feature of the curriculum is the way programmes are carefully geared to support pupils at various stages of acquiring English. Music enriches the pupils' experience as do

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the opportunities to learn French. Themed weeks, visiting theatre groups, story tellers and a range of visits help to engage the pupils' interest. The impact of these rich experiences is seen in the improvements in the pupils' communication skills. Nevertheless, the school is striving to develop its curriculum further to support even more effectively its most recently arrived minority ethnic groups.

Vulnerable pupils benefit greatly from the school's close partnerships with external agencies and the good care, guidance and support regularly provided for them and their families. These close links include social and medical services, holiday play schemes and other community organisations. The effects are seen in the increasing engagement of parents in their children's education. The school's inclusive approach to pupils' needs allows every child to feel at home and to make the transitions from year to year very smoothly in all but Year 1. Those new to the school settle quickly.

The rate of classroom learning is good overall and reflects the good quality of teaching. Major strengths in teaching include the careful use of questioning to assess progress in lessons and the close involvement of the pupils in the evaluation of their work. Teachers and support staff ensure that all pupils know clearly when they have achieved what was expected of them. There are examples of very good, written guidance to pupils on their next steps towards their targets although such excellent practice is not yet consistent across the school. In the less successful lessons, work is not always matched fully to the needs of every group within the class.

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 really important thing that is helping the school to improve rapidly is the way the headteacher, together with the senior team, has inspired the staff and pupils with a strong sense of purpose in striving for ambitious targets. This has allowed the school to intervene successfully and make changes to the curriculum to remedy underachievement. Middle leaders, and increasingly class teachers, are well able to use the information gathered on the pupils' progress to inform their planning and drive up attainment. Efficient systems accurately evaluate the quality of teaching and develop teachers' skills through well-considered training.

This inclusive school is committed to promoting equal opportunities and to eradicating any discrimination. The realisation of this ambition is demonstrated in the way the school promotes a genuine respect for the traditions of all groups within its community and in the way it checks for and strives to eliminate underachievement in any of its minority ethnic groups. Strong international links, reflecting the school's award, as well as a good

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understanding of its local community, confirm that community cohesion is well promoted by Durdans Park. Nevertheless, the range of opportunities for pupils to learn more about the culture and circumstances of the United Kingdom, well beyond the boundaries of its immediate locality, are only satisfactory. The governing body supports the school well and is rapidly growing in confidence to challenge information robustly. As a group, however, the governing body remains too dependent on reports from the school for monitoring its performance.

Requirements in relation to the safeguarding of children are in line with recommended good practice. The perimeter of the site is very secure but the school is aware of what can be done further to improve exits. The school has been successful in forging strong partnerships with a wide range of external agencies to promote the pupils' welfare and to support learning. It has also been effective in developing the way parents engage with the school's work, especially through parenting workshops and English language sessions. It is currently working on implementing for its most recently arrived pupils the previous successful practice that engaged specific groups such as the Somali families.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	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

Children make good progress in the Nursery and the Reception Year and begin Year 1 with skills and knowledge which are below average for this age of children. They experience particular difficulties in relating sounds and letters, partly because many have little English when they join the Nursery and because some have unsettled histories. They make the fastest gains in their social development. Girls appear to make faster progress than boys. This is mainly because of the greater independence of most girls on joining the Nursery.

The curriculum provision is exciting and creates a wealth of opportunities to stimulate children's learning. They enjoy musical activities, arts and crafts and drama. They

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thoroughly enjoyed the book week activity on the 'selfish crocodile'. There is a good balance between adult-directed and child-initiated activities in Reception, both indoors and outside, but this is less so in the Nursery because some children have yet to learn how to initiate play. Children are safe, happy and get along well with one another. Warm relationships pervade the Nursery and the Reception. Support for children whose circumstances may make them vulnerable, is good quality and partnerships with parents, carers and external agencies are used well to provide specialist help when needed.

The leadership and management of the Early Years Foundation Stage are good with a strong capacity to improve even further. Adults have a thorough knowledge and understanding of this key stage. Their assessments of the children's learning are mostly secure but there is further work to do in using the children's home language as a tool to check understanding.

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

Just under half of parents and carers returned questionnaires. Almost all respondents were very positive about Durdans Park and felt that it helps their children to enjoy school and keeps them safe. A few parents and carers raised concerns. These included communication with the school and a very few had concerns about bullying. The school has a well-established system through which to receive parents' suggestions. Parent governors also attend parents' evenings to ensure minority group concerns are heard. The school acknowledges that some parents perceive that there is a higher incidence of bullying than actually occurs. The school is taking steps to address this perception and concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Durdans Park 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 completed 190 questionnaires by the end of the on-site inspection. In total, there are 494 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	43	96	51	3	1	1	1
The school keeps my child safe	70	37	109	57	3	2	0	0
My school informs me about my child's progress	59	31	113	59	7	4	0	0
My child is making enough progress at this school	45	24	126	66	9	5	2	1
The teaching is good at this school	61	32	113	59	6	3	2	1
The school helps me to support my child's learning	48	25	128	67	4	2	1	1
The school helps my child to have a healthy lifestyle	52	27	114	60	13	7	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	26	110	58	9	5	0	0
The school meets my child's particular needs	45	24	115	61	11	6	0	0
The school deals effectively with unacceptable behaviour	53	28	94	49	21	11	7	4
The school takes account of my suggestions and concerns	43	23	111	58	18	9	4	2
The school is led and managed effectively	52	27	110	58	8	4	3	2
Overall, I am happy with my child's experience at this school	71	32	99	52	6	3	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



3 March 2011

Dear Pupils

Inspection of Durdans Park Primary School, London UB1 2PQ

Thank you very much for your welcome to us when we visited your school recently. It was very encouraging to see your good manners and how you open doors for adults and each other. Well done! We found that you were well behaved and keen to learn. We were delighted to see that you treat each other with respect both in the playground and around the school. Thank you to those of you who took the time from your busy day to speak to us.

Your teachers have worked really hard to provide you with a good education. Yours is a good school that is improving rapidly. Above all, staff really care about each one of you as well as about the progress you make in learning. They make sure you are well looked after. Most of you attend well but just a few of you and your families need to understand that you cannot learn if you are not present or if you miss lessons because you are late for school.

We have asked the staff to do a number of things to help your school become even better. We would like you all to do as well in mathematics as you do in English. You can help here by making sure that you tell staff if you are not clear as to the meaning of word questions when you are problem-solving. We have also asked the school to look at the programme in Year 1 and to adapt it so that it is easier for you to move on from the Reception class and to keep up your earlier good progress.

For your part, you can help by keeping up your present efforts in lessons. We also hope that you will show the same very good manners outside of school as we have seen within Durdans Park.

Yours sincerely

Sheila Nolan

Lead inspector

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