

# Willow Tree Primary School

## Inspection report

---

<b>Unique Reference Number</b>	101902
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	376641
<b>Inspection dates</b>	9–10 November 2011
<b>Reporting inspector</b>	Alison Thomson

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

---

<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>	720
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Mallam
<b>Headteacher</b>	Sue Stanley
<b>Date of previous school inspection</b>	31 March –1 April 2009
<b>School address</b>	Priors Farm Lane Northolt Middlesex UB5 5DY
<b>Telephone number</b>	020 8845 4184
<b>Fax number</b>	020 8845 2253
<b>Email address</b>	sstanley@willow-tree.ealing.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	9–10 November 2011
<b>Inspection number</b>	376641

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by five additional inspectors. The inspectors observed 26 teachers and 28 lessons, and held meetings with the members of the governing body, staff and groups of pupils. They observed the school's work and analysed 291 questionnaires from parents and carers, 96 from pupils and 48 from staff. The team also looked at documents and policies, including those relating to the safeguarding of pupils, information the school had collected about the pupils' progress and the school's records of its monitoring of the quality of teaching and learning.

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

- Current attainment and progress, especially in Key Stage 1 and also that of higher attaining pupils across the school.
- In lessons, how effectively teachers challenge pupils and involve them in assessing how well they are doing.
- The effectiveness of all leaders' monitoring and evaluation, particularly that of middle leaders, in bringing about improvements as quickly as possible.

## Information about the school

Willow Tree Primary is much-larger-than-average. The proportions of pupils known to be eligible for free school meals, pupils from minority ethnic groups and those who do not speak English as their first language are much-higher-than-average. The proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, is below average. The school has many awards, including Healthy School status and Activemark

Since the previous inspection, there have been considerable changes in staffing, including the headteacher who has been in post since April 2010. The school received a monitoring visit in December 2010, as it had been judged satisfactory at the previous inspection.

Separate childcare provision shares the school site, but this is not managed by the governing body and is subject to a separate inspection.

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

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

## Inspection judgements

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

**3**

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

**3**

## Main findings

Willow Tree provides a satisfactory standard of education in a good caring, supportive environment. Many aspects of pupils' personal development are good, including their spiritual, moral, social and cultural development, their understanding of a healthy lifestyle, their behaviour and the extent to which they feel safe. Academic achievement is only satisfactory, however, and this results in outcomes for pupils being satisfactory. Parents and carers, staff and pupils are mainly positive about the school. When asked to describe what it was like to be at the school, one pupil commented typically, 'It's exciting and fun and the teachers really look after you.'

The Ofsted monitoring visit in January 2011 judged that progress against the areas from the previous inspection in March 2009 was inadequate. However, since then there have been many rapid improvements, including the progress that the pupils make and their attainment at the end of Year 6 which is now broadly average. Governance has also improved and is satisfactory too. Members of the governing body are now offering a greater degree of challenge. Overall, learning and progress are satisfactory. The rates of progress made by different groups of pupils is now more even, including for higher attaining pupils and also those in Key Stage 1. Pupils who have special educational needs and/or disabilities and those who do not speak English as a first language also make satisfactory progress academically and good progress socially. This is due to the particularly good personalised care, guidance and support they receive.

The quality of teaching has also improved, but it is still variable and is satisfactory overall. There is some good practice within the school but this is not shared effectively enough at present. Pupils' good behaviour plays a strong part in their learning. However, in some lessons, pupils are not always actively involved in learning, and are unable to say if they are learning well as they are not clear what is expected of them. In those lessons, progress slows. In addition, teachers do not always check often enough during the lesson how well pupils are learning. This means that rates of learning and progress are not rising as fast as they could be, nor attainment as high as it should be in these lessons.

The headteacher and the newly restructured senior leadership team are responsible for bringing about improvements. Staff are positive and it is clear that they want the best for the pupils. The school is a harmonious community where pupils are welcoming and most clearly enjoy their learning. The school's self-evaluation is

**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

largely accurate and the correct areas to develop are prioritised well. There is an increased focus on accountability, but the role of middle leaders in monitoring and evaluation across the school is not well developed. In addition, assessment in the Early Years has not always been accurate and robust, meaning that transition into Year 1 has not always been supported by continuous learning for the pupils. These aspects have been limiting the rate of improvement. Despite this, because the school is able to demonstrate that improvements are now occurring more quickly, the capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Further raise attainment and accelerate pupils' learning and progress through ensuring that teaching is consistently good or better by:
  - sharing more effectively the best practice in teaching that already exists in school
  - making sure that pupils are actively involved in their learning as much as possible
  - checking frequently throughout lessons how well pupils are learning
  - always providing clear success criteria in all lessons so that pupils can tell more easily how well they are learning.
- Improve aspects of leadership and management to bring about improvements more rapidly by:
  - developing the role of middle leaders in monitoring and evaluating the quality of learning and teaching across the school
  - making sure that assessment in the Early Years Foundation Stage is accurate and robust to ensure a more effective transition into Year 1.

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

Inspection evidence confirms that learning and progress are satisfactory, although some is good. Pupils enter into the Nursery with skills that are generally below those expected and leave in Year 6 with attainment that is average in mathematics but below average in English. Consequently, achievement overall is satisfactory from the pupils' starting points. Pupils behave well; they work well independently and in groups when given the opportunity to do so. This was demonstrated well in a Year 2 mathematics lesson where they had to solve the problem of how they could measure a 'wiggly' line. This lesson also exemplified improved performance in Key Stage 1 and in mathematics.

Pupils are prepared soundly for the next stage in their learning. This is helped by their good information and communication technology (ICT) skills and the mature way that they cooperate with each other. Pupils feel very safe and secure in school.

**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

They enjoy taking on responsibilities and told the inspectors eagerly about raising money for charities such as Children in Need. Pupils enjoy the many opportunities to take part in sporting activities and clubs and this contributes to their good understanding of being healthy, as recognised in national awards. Their spiritual, moral, social and cultural development is good. They interact very well with each other, because of the school’s strong focus on respect. When they were asked to think of any way that the school could be better, they struggled to think of anything.

*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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</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 school rightly says that one of its strengths is the way it looks after its pupils as individuals, particularly those whose circumstances make them most vulnerable. Right from the start of each day when parents and carers are welcomed into school to hand over their children to the teachers, children are nurtured very well. The ‘Place2Be’ provides a safe haven for pupils who are in need of counselling or emotional support. Planning for individuals’ needs is good and progress is carefully monitored. Support for pupils who have special educational needs and/or disabilities and those who do not have English as their first language is good, enabling them to access the curriculum well. Evidence was seen of significant successes in the way in which the school helps pupils overcome difficulties to achieve in line with their peers. Links with the neighbouring secondary schools are strong, preparing them very well for the next stage in their learning. The overall satisfactory curriculum is well organised, weaves together different subjects increasingly well and is enriched by

<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

**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

visits to places of interest, events at school and a range of clubs. Many of these opportunities add to the satisfactory and sometimes good progress that pupils make in their broader personal development. For example, during the inspection, Year 5 pupils were seen enjoying an African drumming session. Year 1 pupils extended their learning in class following their visit to the Tate Gallery.

The quality of teaching is satisfactory with examples of good practice. Generally, teaching is planned well, with a range of interesting and varied activities, and is increasingly meeting the needs of all pupils, including those who attain most highly. However, in some lessons, teachers talk too much and lead too many of the activities, not giving enough opportunities for pupils to be actively involved in their learning. In some lessons, teachers explain carefully to pupils what it is that they should have learned by the end of the lesson. They also check carefully throughout the lesson how well the pupils are learning. This was exemplified well in a Year 6 English lesson where pupils learned how to write an informal letter. However, in some lessons, pupils are not given clear enough criteria for success to be able to say how well they are learning. While much marking is good in helping pupils to improve their work, some does not do this as well as it might do.

*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 very clear view of how to take the school forward. She has managed considerable changes in staffing well and has created a new senior leadership structure which is already beginning to bring about improvement in its relatively short existence. Monitoring and evaluation of pupils' progress has improved and is becoming more rigorous; already there is evidence of underachievement having been tackled, with gaps in performance of different groups of pupils closing. This, along with a 'no tolerance' attitude to racism, and strong pastoral support, indicates that equality of opportunity is good. Middle leaders are also helping to raise attainment, although their roles are not fully developed yet, for example in monitoring and evaluating learning and teaching across the whole school. Members of the governing body know the strengths of the school well and what it needs to do to improve. They are becoming more involved with the school and are offering an increasing degree of challenge.

Parents and carers are positive about most aspects of the school and their engagement with it is good. Their views are sought regularly and acted upon, for

**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

example in the support offered to families whose first language is not English. The school helps parents and carers to support their children’s learning through sessions such as Fathers’ Days where fathers and children are encouraged to come in to work together on fun activities. There are some good partnerships; for example, sporting partnerships with the local secondary school help pupils to have a good understanding of a healthy lifestyle. Safeguarding procedures are good, with clear policies and secure risk-assessment systems. Child protection, in particular, is very thorough. Community cohesion is satisfactory. There is a range of effective programmes for supporting and reaching out into local community, although planned international and national links are in their early stages. The school provides satisfactory value for money.

*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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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 start in the Nursery with skills that are variable, but overall below those expected for their age in all areas of their learning, particularly in some areas of communication, language and literacy and also numeracy. Good induction procedures involve parents and carers well and help children to settle quickly and have a confident start to their school life. Most children play together happily and are well behaved. They make satisfactory progress and, at the end of the Reception Year, their attainment is just below that expected for their age, although lower in early writing skills.

Adults provide well for children’s welfare. Children feel safe and secure, as evidenced in the way they approach and speak to new adults in their setting. They show that they understand how to play safely, especially when outdoors and using large-wheeled toys. There is a good balance between teacher-led and child-initiated

**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

activities and these activities allow for satisfactory progress. The outdoor areas complement those indoors well in that there are activities to address all the developmental areas. However, children are not encouraged well enough to choose some of the activities, especially those that relate to writing. In addition, there are not enough linked activities to reinforce learning and this limits children’s learning and progress.

Leaders and managers of the Early Years Foundation Stage are satisfactory. The team works successfully together to give the children a happy and productive time. Adults are continually involved in making observation assessments and records of children's development. However, these are not always used well enough to ensure that activities are closely matched to the ability and interests of the children. In addition, assessments are not sufficiently accurate and robust. This means that transition into Year 1 is not as smooth and effective as it could be. This is because the Year 1 teacher does not have accurate information to plan appropriate work for some pupils.

*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

Over 40% of parents and carers returned the questionnaire, which is a larger than average response. Most are very positive about all aspects of the school. The vast majority agreed that the school keeps their children safe and that their children enjoy school very much. This enjoyment was evident during the inspection. A few parents and carers felt that the school did not act on their views and concerns. The inspectors followed up this concern and found that there were examples of where the school did this well. A small minority of parents and carers felt that their children were not making enough progress. It may well be the case that some children could make better progress and this is identified by the inspectors as one of the areas of development for the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Willow Tree 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 291 completed questionnaires by the end of the on-site inspection. In total, there are 720 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	146	50	136	47	6	2	1	0
The school keeps my child safe	127	44	152	52	8	3	1	0
The school informs me about my child’s progress	109	37	158	54	16	5	2	1
My child is making enough progress at this school	91	31	166	57	25	9	6	2
The teaching is good at this school	93	32	170	58	14	5	4	1
The school helps me to support my child’s learning	91	31	159	55	27	9	4	1
The school helps my child to have a healthy lifestyle	78	27	180	62	21	7	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	70	24	157	54	24	8	5	2
The school meets my child’s particular needs	76	26	163	56	24	8	4	1
The school deals effectively with unacceptable behaviour	75	26	171	59	21	7	6	2
The school takes account of my suggestions and concerns	60	21	149	51	49	17	4	1
The school is led and managed effectively	72	25	162	56	23	8	9	3
Overall, I am happy with my child’s experience at this school	108	37	155	53	18	6	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><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 pupils' 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.**



11 November 2011

Dear Pupils

**Inspection of Willow Tree Primary, Northolt UB5 5DY**

Thank you for giving the inspectors a warm welcome when we inspected your school recently. We enjoyed talking to you, both in your lessons and around the school. Your comments were very helpful to us.

We judged that your school is satisfactory and getting better. You learn in a very friendly atmosphere. You have a good understanding of what it means to be healthy. You behave and work and play together sensibly. Your questionnaires told us that you enjoy all the things that you do at school and that you feel safe there. They also told us that you feel adults look after you well and are interested in your views.

We have asked your headteacher and teachers to make your school even better. We would like your teachers to share more the good ideas they have. We would also like your teachers to check more often in lesson how well you are learning and to help you to be able to tell how well you are learning. You can help by asking your teachers if you are unsure about how well you are doing in class.

We have also asked your headteacher to give more opportunities to those teachers who are in charge of the different subjects to check how well you are all doing and that all checks are done as accurately as possible, especially in the Early Years Foundation Stage.

We would like to wish you all the best for the future and hope that you continue to enjoy being at school.

Yours sincerely

Alison Thomson  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**