

Petts Hill Primary School

Newmarket Avenue, Northolt, Middlesex, UB5 4HB

Inspection dates

18–19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved rapidly and is now good. Disabled pupils and those with special educational needs get effective and targeted support in making good progress.
- Teaching is good, some is outstanding. Teachers record the progress of their pupils every half term. Pupils enjoy learning and respond well to teachers' high expectations.
- Elements of the curriculum are outstanding, especially the creative curriculum with learning through themes. Pupils enjoy working this way, which supports good progress.
- Pupils, staff and parents all agree that pupils are safe. Pupils get on very well together, so bullying is very rare and behaviour is good. Attendance is average, but many pupils attend very well.
- The school's leadership focuses on helping all pupils to do their best. Teachers are held to account for their work and given good support in improving their skills. Governors support the school well and have played a positive part in the improvements in teaching and achievement secured by leaders since the last inspection.

It is not yet an outstanding school because

- Pupils do not yet have enough opportunities to read more widely, especially in the creative curriculum.
- Pupils' skills in individual learning and research are not yet sufficiently well developed.
- New governors have not yet been able to gain first hand knowledge of the school through focused visits or yet take specific responsibility for monitoring aspects of the curriculum.

Information about this inspection

- Inspectors observed a total of 16 lessons, seeing every teacher and going into each class twice. This accounted for eight hours of inspection time.
- They listened to pupils reading and looked in detail at samples of work from every class.
- Meetings were held with school leaders, the Vice-Chair of the Governing Body, a representative from the local authority, teachers and pupils. The views of staff, as recorded in the staff questionnaire, were taken into account.
- The views of parents were gathered from discussions, a recent survey undertaken by the school and from the 10 responses recorded on the Parent View website.
- A range of documents covering teaching programmes, schemes of work, pupil progress data and a range of policies and procedures were scrutinised, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector

Additional inspector

Aune Turkson-Jones

Additional inspector

Full report

Information about this school

- Petts Hill is smaller than the average primary school.
- The proportion of pupils who are supported at school action is below that found nationally, but the proportion supported at school action plus or by a statement of special educational needs is significantly above.
- The proportion of pupils who are not of White British heritage, or who speak English as an additional language, is far above average.
- The proportion who is known to be eligible for the pupil premium is well above that generally found.
- The school exceeds the current government floor standards, which represent the minimum acceptable standards of attainment and progress.
- There is a children's centre on the same site which is inspected separately.

What does the school need to do to improve further?

- Enhance the role of reading, especially in the creative curriculum, and extend opportunities for reading for pleasure through:
 - analysing and capitalising on appropriate opportunities for promoting reading across the curriculum
 - targeting financial resources to acquire materials to support such opportunities.
- Raise achievement further by:
 - developing pupils' skills in undertaking individualised learning and research
 - providing opportunities for pupils to self-assess their learning and progress
 - enhancing learning partnerships between parents, carers and teachers to maximise pupils' engagement in their own learning.
- Promote the further effectiveness of governance through strengthening links between governors and curriculum leaders by enabling them to gather information directly rather than relying on being presented with reports.

Inspection judgements

The achievement of pupils

is good

- Since the last inspection there has been a rapid and sustained improvement in the achievement of pupils, taking into account their starting points. Progress in each year group is strong and analysis of pupils' work shows pupils to be achieving well.
- Children enter the Early Years Foundation Stage with skills well below those found generally. Effective teaching enables them to make good progress, although they enter Key Stage 1 with standards still below expectation.
- By the end of Key Stage 1 pupils have made good progress and are broadly in line with national averages. Throughout Key Stage 2 this good progress is sustained so by the time pupils come to leave the school their attainment is above average.
- From the outset the teaching of reading is effective, as witnessed in the teaching of early reading skills in Reception where pupils had only been in school for two weeks. Pupils develop an enjoyment of reading and like to read widely, further opportunities to promote reading across the curriculum are still being developed.
- The school uses data on individual pupils' progress very effectively. Teachers collate data on their pupils every half term, followed by progress meetings with the school leadership. In this way teachers are held to account for the progress of their pupils. There is clear evidence that this has had a big impact in helping pupils to acquire knowledge and understanding in a range of subjects including reading, writing, communication and mathematics.
- Pupils' skills in literacy and numeracy are often promoted in a cross-curricular way. This was well illustrated in a Year 4 lesson that developed geographical skills, but also gave pupils opportunities to reflect and further develop their good skills in writing and mathematics. In this way pupils' good knowledge and understanding are further embedded.
- Disabled pupils and those who have special educational needs, and pupils from other identified groups, including those who are not of White British heritage and those who speak English as an additional language, are shown to be making progress that is at least in line with, and frequently better than, their classmates. This is because their individual needs are analysed and addressed effectively, thus ensuring equality of opportunity. The pupil premium is targeted very effectively to make provision that specifically supports the individual needs of pupils.

The quality of teaching

is good

- Teaching is generally good, with examples that are outstanding, and there is now a greater stability in the workforce. Consequently, pupils make good progress, including those from different ethnic heritages, those who speak English as an additional language and those who are disabled or who have special educational needs.
- Teachers have high expectations and in a small school such as this they get to know pupils well. They plan and deliver effective lessons that take into account individual needs, so that all can be challenged to develop a range of skills across the curriculum. Within the classroom, teachers are very well supported in maximising pupils' learning by effective and skilled teaching assistants. There is clear evidence of good collaborative planning between them to maximise outcomes for learners.
- The same is true of the impact of other support staff who work with pupils through a range of interventions aimed at addressing pupils' identified additional needs, reflecting very effective use of additional resources such as the pupil premium.
- Effective questioning enables pupils to demonstrate their ideas and also shows teachers how much has been understood. If necessary, teachers reinforce or repeat work if pupils do not show a good understanding. This was seen in a mathematics lesson where quite a few

had not fully grasped a topic. The teacher went over it again in a slightly different way until she was sure that pupils understood, and had gained confidence in, the topic.

- Assessment is regular and accurate, with supportive comments to enable pupils to improve their work, or identify their next steps in learning. This is followed by time for correction or improvement, helping to ensure that learning is built on firm foundations. All pupils have clear and challenging targets and know what they have to do in order to achieve them.
- Elements of the curriculum enhance learning very effectively and teachers devote considerable time and energy to creating an exciting learning format that engages and inspires. As well as discrete teaching of the core skills in literacy, numeracy and information and communication technology, the thematic creative curriculum enables teachers to present a range of skills and subjects in an imaginative way.
- As a result of this creative approach pupils are engrossed in their learning and gain great enjoyment. There is a positive attitude to learning throughout the school.
- Teaching is not yet outstanding because it does not provide sufficient emphasis on developing pupils' independent learning skills through individualised research opportunities and self-assessment.

The behaviour and safety of pupils are good

- Pupils' positive attitudes to learning help establish good behaviour throughout the school. Low level disruption in lessons is rare. In that this does occur occasionally, behaviour and safety cannot yet be judged to be outstanding. Generally, behaviour in lessons is very positive, which supports good concentration and learning.
- Parents, teachers and pupils are positive about behaviour and safety, and pupils generally get on together extremely well. As a result, there is little bullying and when it does occur pupils say they can tell an adult, knowing that action will be taken. Pupils have a good understanding of what constitutes bullying, including cyber bullying and that relating to gender, race or religion. Pupils feel safe at school and there is a very supportive ethos.
- The school is skilled in dealing with some pupils who display very challenging behaviour. Resources are deployed skilfully to enable them to remain in a mainstream setting. Additional support, including the pupil premium, is focused on meeting individual needs.
- Attendance is average, but most pupils attend very regularly. The school works hard with the families of those who are less diligent in getting their children to school.
- There is an absence of discrimination. The large variety of ethnic backgrounds in the school are celebrated and spiritual, moral, social and cultural development is strong. This was very well reflected in an outstanding assembly where pupils' singing of 'Everyone is special, everyone has gifts, so we're all going to learn together' was inspirational.

The leadership and management are good

- The local authority has worked closely with the school to support its leadership in raising standards and achievement. The rapid improvement since the last inspection reflects the high expectations and ambitions of leadership for its pupils. Notable improvements have been secured in pupils' achievement, the quality of teaching and the curriculum.
- Systems to monitor the effectiveness of teaching are linked closely to effective performance management and professional development. All teachers are aware of the new Teachers' Standards. There is a focus on ensuring that the identified needs of the school and of individual members of staff are both taken into account. This process is supported by effective self-evaluation that identifies and acts on the key priorities for improvement. Consequently, teaching continues to improve strongly, although some weaknesses remain that prevent it from being outstanding.
- The curriculum is well organised and provides many opportunities for learning for all,

including disabled pupils and those with special educational needs. However, planning does not take full account of the need to provide opportunities for pupils to read widely across the curriculum.

- Leadership has successfully generated an enthusiasm for maximising the curriculum's effectiveness among staff, particularly of the creative curriculum. Such is the curriculum's success that the local authority has provided the opportunity to promote it to other local schools, while the National Leadership College awarded £5000 to buy resources and develop the concept.
 - The school works effectively with its parents and carers. A good example is the learning partnerships that have been introduced to sustain pupils' learning at home. Although this is developing it has already started to produce some good results, reflected in excellent projects produced during the summer holidays, and is an example of the innovative ways in which the school seeks to promote literacy.
 - **The governance of the school:**
 - uses the expertise it has among its membership to challenge and hold the school to account
 - ensures that its statutory duties, including those for safeguarding, are carried out effectively
 - oversees the efficient management of the school's finances so that they are deployed effectively
 - does not yet maximise links with curriculum leaders through regular meetings in school at which they can gain information and ask for details rather than relying on the presentation of reports on pupils' performance.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134217
Local authority	Ealing
Inspection number	409494

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Martyn Harris
Headteacher	Valerie Upton
Date of previous school inspection	26 November 2009
Telephone number	020 8422 4095
Fax number	020 8422 5841
Email address	admin@pettshill.sch.ealing.uk

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