



# Derwentwater Primary School

## Inspection Report

**Unique Reference Number** 101895  
**LEA** Ealing LEA  
**Inspection number** 276612  
**Inspection dates** 6 July 2006 to 7 July 2006  
**Reporting inspector** Robert Isaac AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Shakespeare Road
<b>School category</b>	Community		Acton
<b>Age range of pupils</b>	3 to 11		London W3 6SA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02089929296
<b>Number on roll</b>	658	<b>Fax number</b>	02088960526
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Maureen O'Sullivan
<b>Date of previous inspection</b>	24 January 2000	<b>Headteacher</b>	Ms Susan Nunnery

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 6 July 2006 - 7 July 2006	<b>Inspection number</b> 276612
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Derwentwater Primary is a large and expanding multicultural school. It is bigger than most other primary schools. Pupils have a wide range of minority ethnic backgrounds and many do not speak English as their first language. About one in five is a refugee or asylum seeker. Many join the school other than in the Reception or Nursery years and many leave at different times throughout the year. The area around the school has extremes of wealth and poverty. Just under half the pupils have free school meals, a high proportion. Slightly more pupils have learning difficulties and disabilities than in most schools.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's own judgment that this is a good school - it focuses sharply on improvement and, as a result, many pupils' achievements are above average. They often progress well because of good teaching. The achievements in the 2006 tests of pupils in Year 6 showed they had improved a lot since entering the school, albeit to average standards nationally. Boys' and girls' test results at the end of Year 6 are improving. Standards in 2006 are higher than they were 2005.

Pupils' personal development, their behaviour and their attitudes to learning are good. They appreciate what the school does for them and most attend well. The school makes every effort to help pupils enjoy learning and includes all in its life. This generates an oasis of hope for many who have experienced significant deprivation. Teaching is good. Assessment systems are thorough but the results of analysis are not shared quickly enough with the relevant staff. This means that staff are slow to take action to address problems with achievement, which hinders progress.

Children are provided for well in the Foundation Stage, and they make good progress, often from a below average starting point. Teachers in many other classes give very good attention to improving basic skills. The planning for literacy is outstanding and the planning of the broader curriculum is good, but its implementation is inconsistent.

The headteacher has provided good leadership and direction for many years and is ably supported by senior managers. They are good role models, watching many lessons and providing good guidance for teachers on how to improve. They make outstandingly perceptive judgments about how to improve the school further and these are based on their thorough programme of monitoring visits. However, subject leaders do not monitor provision enough. Equality of opportunity is promoted outstandingly. The school has strong links with parents. Money is spent carefully. The school has dealt well with the issues raised in the last report and has good capacity to improve further. It gives good value for money.

### What the school should do to improve further

- Develop the roles of subject leaders in the monitoring and evaluating teaching and the curriculum.
- Achieve greater consistency in the use of assessment for planning by ensuring staff have much quicker access to the relevant information.

## Achievement and standards

### Grade: 2

Achievement is good throughout the school. Many children have low level skills on entry, particularly in communication, language and literacy. They make good progress, particularly in speaking and listening and in improving the way they behave, get on together and work confidently. Good teaching contributes significantly to this. Standards by the end of Year 2 are above average. Pupils make good progress. This

includes those with English as an additional language and those with learning difficulties.

Provisional test results in 2006 in Year 6 are better than last year. The school has worked successfully on tackling any differences in performance of pupils of different ethnicity or gender and there is now little significant variation in the standards attained by all groups. Standards in information and communication technology (ICT) and physical education have improved since the last inspection and are now average. Pupils with learning difficulties and disabilities receive well focused support and achieve well. Staff set suitably challenging targets which are reviewed and monitored regularly. As a result, most pupils achieve their individual goals.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They feel good about themselves. Spiritual, moral, social, and cultural development is good. Pupils are positive about school life and participate readily in activities, such as the international week and Black History month. "We have so much to do here", commented pupils. Pupils know right from wrong and most behave well. Visiting specialists raise pupils' awareness of civic issues through assemblies and talks. Pupils from different cultures and backgrounds relate to each other very well and show high levels of racial harmony. Staff work very hard to achieve the school's inclusive ethos. Pupils think and reflect carefully before they act.

The school tries hard to improve attendance and punctuality, which are satisfactory and improving. Remarkably, there have been no exclusions for three years. Almost all pupils enjoy coming to school. They have positive attitudes, even when they find learning difficult. Pupils feel secure and know how to keep safe and healthy. They help one another. Older pupils befriend more vulnerable ones and members of the school council take their responsibilities seriously. By developing good skills and the ability to work and share together, pupils prepare well for adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Most lessons are good but a small proportion is inadequate. Good teaching is the main reason for pupils' good progress. Many struggle to learn because they have little English or they have learning difficulties, but staff provide good quality support. Teachers use interactive whiteboards well to enhance learning. They are also quick to celebrate achievements in lessons and assemblies and consequently pupils are quietly confident. Support staff contribute positively to pupils' learning.

Pupils know they have to behave well and they do. Teachers plan carefully so that lessons are interesting. They often refer back to key objectives to check on pupils'

understanding. Management of behaviour is good. Pupils are keen to learn and lessons are usually calm and well organized. Those learning English as an additional language are taught well and often make good progress, as do those with learning difficulties. A very small minority of teaching is inadequate in that behaviour is managed poorly, subject knowledge is fragile, or planning and assessment are inconsistent. Pupils' work is usually marked regularly and often. Written comments are helpful and pupils know how to improve. However, teachers do not have rapid enough access to assessment data to use it effectively in their planning, particularly in addressing shortcomings in achievement.

## **Curriculum and other activities**

### **Grade: 3**

Although the school judged the curriculum to be good, inspection evidence showed it to be satisfactory. Curriculum planning shows some breadth and balance. Teachers in Nursery and Reception, for example, plan appropriate activities which enable all to enjoy learning. The comprehensive planning for literacy throughout the school is outstanding. The arrangement of classes of older pupils into ability groups for mathematics has had a good impact on standards. Pupils spend a good amount of time on physical education and ICT. The curriculum is planned carefully to help pupils learn how to live healthily, avoid risks, and stay safe. Pupils enjoy a good number of educational visits. Parents and pupils are very positive about the promotion of racial harmony and this reflects the singular vision of the school's leaders.

Although there have been improvements in the curriculum in the last twelve months, pupils' studies in some subjects, such as science and design and technology, are too narrow. The school recognises this and has plans in place to make further improvements. Planning does not take sufficient account of assessment because this information is not readily available. The range of enrichment activities provided is limited, as some parents pointed out. The school is reviewing an expansion of its after-school provision.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Staff know pupils very well and care greatly for them. They carry out duties around school thoroughly. Vulnerable pupils get considerable help because the school has very good links with outside organizations, such as the social services department. Teachers communicate well with parents, especially where children have additional educational or social needs.

Those learning English as an additional language or with learning difficulties receive good specialist support. They enjoy their school life and make good progress as a result. Parents appreciate that staff are approachable and caring and their children are treated well. Child protection procedures are good and staff receive timely training to keep up to date. Systems to check on pupils' progress are thorough. Pupils aim for high targets and the school keeps very detailed assessment records.

## Leadership and management

### Grade: 2

Leadership and management are good. A high quality senior management team ensures that all are cared for, and that pupils' achievements are good. Senior managers are good role models, watching many lessons and providing good guidance for teachers on how to improve. They identify shortcomings in teaching and provide good support. The headteacher has very good records of what goes on in the school and has provided good leadership for many years. Senior managers make outstandingly perceptive judgments about how to improve the school further and these are based on their thorough programme of monitoring visits.

The school promotes equality of opportunity outstandingly. Many pupils have limited English, but all are helped, respected and valued. Many are accepted from other schools or countries and they settle successfully into school life. Staff morale is high. They get good in-service training and development, and expectations of them are high. Middle managers, however, do not get enough opportunities to work with colleagues in their classes by monitoring and evaluating the quality of provision. This limits the effectiveness of the advice they can give to colleagues to help them raise standards. Pupils' morale is good and the school council gives them a respected voice in leadership.

Governors know the school well, and make a good contribution to leadership. They are committed and helpful in improving the school further. A lot of money is spent on the school but it is used well for the benefit of learners. For example, pupils enjoy their clean, refurbished school because they use modern computers and interactive whiteboards, play in a splendid 'global garden', and have good resources in classes. The new building for Reception classes is superbly suited to the age group. The school has a good capacity to improve even further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you for your help during our time in your school. We enjoyed meeting you and hearing your views and ideas about the school. Many good things are happening and the following list tells you what we think are the best.

- The way you behave well, help one another and work hard.
- The very good help you are given to improve your English so you can do well in all your subjects.
- The care that teachers show for you, so you can grow up healthy and safe.
- Your good friendships with children from different backgrounds.
- The way Mrs Nunnery runs the school with the help of her staff, always thinking about what's best for you.
- The interesting school buildings that you and all the staff look after so well, giving you a nice place to work.

Even in a good school like yours there are some things that are not quite as good as they could be. We think the school would be even better in the following areas.

- Teachers need to work more closely with each other to share good ideas for your learning and have quicker ways of monitoring your progress.

We hope you continue to enjoy attending your good school.

Best wishes,

Robert Isaac

Lead Inspector