

Wormholt Park Primary School

Inspection report

Unique Reference Number	100341
Local Authority	Hammersmith and Fulham
Inspection number	307365
Inspection dates	25–26 November 2008
Reporting inspector	David Scott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	418
Government funded early education provision for children aged 3 to the end of the EYFS	82
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Councillor Colin Aherne
Headteacher	Ms Gussie Andersen
Date of previous school inspection	28 June 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bryony Road London W12 0SR
Telephone number	020 8743 5073
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Wormholt Park Primary School serves an area which is very diverse ethnically, socially and economically. The proportion of pupils eligible for a free school meal is almost four times the national level and the number of pupils who have specific learning difficulties, particularly those with delay in language acquisition, is also well above average. More pupils than is typical nationally are from a wide range of ethnic backgrounds. Just over half, higher than average, have a home language other than English. More children than is typical nationally join or leave the school at other than customary times of the year.

The school has achieved the Artsmark, Healthy Schools Award and the Active School Mark. It has provision for Early Years Foundation Stage (EYFS) through Nursery and Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wormholt Park is a good and improving school. The headteacher's vision for the school is shared and supported by all staff, and builds on the improvements identified at the last inspection. This judgement reflects accurately the school's evaluation of its work as well as that of the overwhelming majority of parents. 'This is an absolutely superb school, where staff always work hard to help the children', noted a parent, echoing the views of others.

A particular strength of the school is the way pupils and staff pull together to reach their common goals. Pupils smile as they greet adults and each other, remembering their school code to show respect for everyone. The school works hard to encourage parents not to take children away for holidays and family celebrations. Outstanding personal development successfully supports pupils' learning. Pupils of all ages and across all groups make good overall progress and reach broadly average standards by the end of Key Stage 2. In 2008, the provisional test results for Year 6 confirm a steadily improving picture despite some fluctuations. For Year 2 pupils, standards are below average. Despite rising standards overall, pupils throughout the school achieve less well in writing than in other basic skills as too few pupils gain the highest available levels. The school has rightly identified this as a priority. Pupils with specific learning difficulties and disabilities also make good progress, and often reach standards in line with their peer group.

Pupils' attendance has improved and is now above national figures. This demonstrates pupils' increasing enthusiasm for attending school. Pupils have a good understanding of healthy eating and all ages relish the fruit and vegetables at break times. The attractive and well-resourced outside play areas are used effectively so that pupils can enjoy their environment. Organised games at lunchtime and off-site visits enable pupils to participate well in physical activities. Many pupils make a difference to others within the school community, not least because of the active school council. Through events and fundraising for local and overseas charities, they contribute to the wider community. Pupils are prepared well for the next stage of their education through their appreciation of how to live in a diverse community.

The spiritual, moral, cultural and social aspects of pupils' development are outstanding. The very wide range of cultures and traditions within the school allows pupils to get to know and understand others within a secure environment. They feel very safe both in lessons and around the well-kept site. The good curriculum with its themed events such as science and enterprise weeks helps them to understand the use of technology in the world of work.

Since the last inspection, good leadership and management have very successfully developed classroom practice so that teaching and learning are predominantly good. Well-considered training is helping staff to develop expertise in improving pupils' writing. However, the school is aware that in some lessons there is insufficient challenge for the more able. The very determined headteacher has brought about significant improvements. She, her senior team and governors are committed to moving the school forward to improve pupils' progress. They have fostered a strong caring team spirit where the whole community is valued and respected. Partnerships with the local community are outstanding and the school is actively seeking ways to involve hard-to-reach parents.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with knowledge and skills well below those expected for three- and four-year-olds. The needs of all new children are assessed with increasing accuracy. Good routines ensure they settle quickly and happily into the school. As a result, children make good progress and achieve broadly average standards in most areas of learning by the end of Reception Year. However, communication, reading and writing skills remain below expected levels for their age when they join Year 1. This is mainly because many are still consolidating their English language skills.

The learning environment, both in the classrooms and outside areas is attractive and stimulating. Children's welfare is given a high priority. Children feel secure and are confident learners who develop positive relationships with both adults and other children. The staff have a good understanding of how young children learn. Focused activities improve children's knowledge of letters and sounds, and their language skills. All staff use good questioning skills to improve children's understanding of language. The recently appointed EYFS Leader is beginning to cultivate a cohesive team and is keen to explore new initiatives to promote further progress for children. Records of continuous observation are used to track children's progress. This information is used increasingly effectively to further drive up standards. There is a good blend of adult-led activities and opportunities for children to choose for themselves. However, the learning during free-choice activities is not always sufficiently well planned in order to maximise learning.

What the school should do to improve further

- Ensure that teaching consistently challenges the more able pupils in order to achieve as well as they can.
- Intensify the school's efforts to improve pupils' writing skills so that all pupils can achieve their best.

Achievement and standards

Grade: 2

Standards are improving and pupils achieve well. Fluctuations in standards arise because of the school's rapidly changing population. For many pupils, their starting points in the Nursery and Reception classes are well below average. Pupils' communication and number skills are a particular weakness when they join the school. The 2008 provisional test results for Year 2 indicate a decline in standards for reading and writing but a small rise in mathematics. However, by Year 6 results point to an upward trend showing steady improvement on previous years. This cohort met the school's very challenging targets and achieved the school's best results ever. In recent years, achievement in science has been increasingly strong. This is because pupils' enthusiasm to undertake scientific investigations and the partnership between the school and a neighbouring specialist science college has enabled pupils to use the state-of-the-art facilities.

Many pupils lack fluency in English when they join the school, particularly new arrivals to the country, and this has depressed past test performances at Key Stage 1 in English, particularly in writing. Pupils at the early stages of learning English make fast gains in fluency because of the sharp focus on listening and speaking skills, and on drama. Provision for pupils who have specific learning difficulties as well as those with behavioural, emotional and social difficulties

is good. The school strives effectively to ensure that pupils from the wide range of minority ethnic groups, including new arrivals, make equally steady progress.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Children feel secure, enjoy school and attend regularly. Behaviour is exemplary and there are no exclusions. In assemblies, they reflect on the achievements of others and delight in singing and storytelling. Pupils develop respect for different cultures in subjects such as music, art, geography and religious education. They develop a sense of understanding for people who are less fortunate than themselves by raising money for charities such as Children in Need. Most pupils have responded well to the school's promotion of healthy meals and snacks. Breakfast, with its wholemeal cereals, fruit and yoghurt, is popular. Energetic activities at break times and lunchtimes complement the many after-hours sports that most enjoy. The school council provides pupils with an influential voice that has affected positive changes around the school, such as improving the playground areas. Pupils talk enthusiastically about their responsibilities to aid the smooth running of the school. For example, the 'Helping-Hands' organise outdoor games at break times. They are rightly proud of their 'Friendship corner' and 'time-out' step where pupils can help each other when they are feeling unhappy. The school's focus on teamwork and the good gains in basic skills ensure pupils are well prepared for their future education.

Quality of provision

Teaching and learning

Grade: 2

Pupils are well motivated to learn because of the warmth and concern teachers and support staff show for each of them. Classrooms are welcoming and staff plan especially well to include opportunities for speaking and listening activities. This caters very effectively for those still developing their English language skills. Teachers manage pupils' behaviour exceptionally well and they know how to inspire confidence and enjoyment. Lessons are structured well and teachers clarify what pupils are meant to learn from the outset. This enables pupils, to an increasing extent, to reflect on their own progress. Teachers make excellent use of the interactive whiteboards to enliven their presentations and engage the interest of pupils. Despite these good features, however, in some lessons, tasks are not pitched at the correct level to challenge the most able. Marking is regular and helpful but does not always show precisely what is needed to make further improvements so that all learners can achieve their best. In some lessons, introductions are over-long and pupils are given insufficient opportunities to develop their independent learning skills. Senior leaders are aware of this and provide support for teachers that is leading to improvement.

Curriculum and other activities

Grade: 2

The well-planned topic-based curriculum allows all pupils to be fully included in learning activities. Art, music and drama are a particular strength and contribute well to pupils' enjoyment and motivation. Learning is further enriched by contributions from outside speakers and visits to places of interest such as the zoo, museums and the Hindu Temple. Residential visits and

after school clubs range from street dancing to yoga. Sports coaches from the local football club provide good role models for boys. Staff from a national broadcasting company visit the school regularly to assist pupils with their reading. A real strength of the curriculum is the linking of trips to topics of study. For example, a visit to Hampton Court further enlivened the study of the Tudors as part of a history project. Pupils relish the opportunity to study French and Japanese for the first time. The school has correctly identified literacy skills across the curriculum as an area for development.

Care, guidance and support

Grade: 1

Pupils are cared for exceptionally well. The caring ethos pervades every aspect of school life. All staff know their pupils very well. A pupil said 'it's just like a family'. Well-focused support both in lessons and around the school keeps children safe and happy. Pupils' attitudes to all aspects of school life are positive and mature because of the high expectations set by all staff. Health and safety and risk assessments are robust. Support for vulnerable pupils is very strong as their needs are identified early and accurately and their progress is checked very carefully. Pupils with specific learning difficulties receive good support based on their learning needs. New pupils are enabled to settle quickly and happily into the school, irrespective of the time of the year they arrive. As a result of robust tracking systems, academic guidance and support for pupils is good and pupils know their targets.

Leadership and management

Grade: 2

Since the last inspection, senior leaders have been tireless in seeking to provide all pupils with effective opportunities to flourish, both personally and academically. They have a very accurate grasp of the school's strengths and know well where development is required. The drive to improve writing skills still further remains a priority.

The impact of the good senior leadership and management is evident in Wormholt Park's smooth running and in its harmonious community. Teachers and support staff are ambitious for their pupils and ensure they make the fastest possible progress in gaining fluency in English. The school is rightly proud of its efforts to maintain an inclusive ethos, reflected in pupils' good progress and their exemplary behaviour. It has clearly demonstrated its good capacity to improve.

Governance is good. Governors visit regularly, challenge and support the school well. There is a strong partnership with external support agencies, which has enabled the school to help successfully not only its pupils but also their families, promoting their sense of belonging within the local community.

Staff are very appreciative of the genuine opportunities afforded them in the good professional development activities. The senior team forms a cohesive group whose members complement and support each other and the school well. However, there is scope to improve the role of middle leaders as some are relatively new to their roles and have not had time to make a difference to pupils' achievements.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

08 December 2008

Dear Pupils

Inspection of Wormholt Park Primary School, London, W12 0SR

Thank you very much for making us so welcome and for being so friendly when we visited your school recently. We did enjoy our visit. We were very pleased to hear from you how much you enjoy school and to see how well you work in lessons.

We think you go to a good school that not only helps you to learn well, particularly in science, but it also looks after you exceptionally well. We think it gives you a really good start. We were very impressed by your exemplary behaviour and the way you work well together. There are many things that are good about your school but we would like to single out your teachers and helpers who encourage and support you both in lessons and in the interesting clubs. You say grown-ups are always willing to listen if you have a problem. You enjoy fresh fruit, vegetables and know how to choose healthy appetising meals. The school is run well by your very special headteacher and staff. They try hard to make sure you have the best possible education.

Before we left, we talked to your teachers about how the school could do even better. They agree with us that staff need to do some more work with you to help you make better progress in writing so that standards will be as high as they are in science. We also suggested that your teachers need to ensure that they help and challenge everyone in their class to achieve the very best for themselves. We think you will be able to manage this quite well because your standards are already beginning to rise.

We would like to wish you and your school every success for the future and hope that you to continue to attend well, work hard and cooperate fully with your teachers.

Yours sincerely

David Scott

Lead Inspector