

# Durdans Park Primary School

## Inspection report

---

<b>Unique Reference Number</b>	101896
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	307841
<b>Inspection dates</b>	7–8 February 2008
<b>Reporting inspector</b>	Sean O'Toole

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 on roll</b>	
School	507
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Proud
<b>Headteacher</b>	Mr C Duhig
<b>Date of previous school inspection</b>	23 January 2007
<b>School address</b>	King George's Drive off Lady Margaret Road Southall UB1 2PQ
<b>Telephone number</b>	020 8578 6918
<b>Fax number</b>	020 8575 6826

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	7–8 February 2008
<b>Inspection number</b>	307841

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school admits pupils from a wide variety of backgrounds. A high proportion are entitled to free school meals. High numbers of pupils have family backgrounds in Pakistan or India. Just over ten per cent are at an early stage of learning English. A below average proportion have been identified with learning difficulties; over half of these pupils have communication needs. At the last inspection, the school was identified as requiring a Notice to Improve.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school has improved well since its last inspection. As one parent wrote, 'I am much happier now, because I can see so many positive changes.' In accordance with Section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Successful leadership has improved teaching, raised achievement and enhanced pupils' personal development. The school is in a good position to improve further because leaders have clear strategies to tackle areas for development.

Pupils' good personal qualities and friendliness contribute much to making the school a pleasant and purposeful place. They work hard, listen attentively and behave well. They have good skills in working together which prepare them effectively for the future. As one boy said, 'This school gets better every day and it makes me feel good.' Because of the emphasis on pupils' personal development and care, leaders have raised expectations among staff and pupils' achievement is improving and is now satisfactory. Teaching is never less than satisfactory and some lessons inspire pupils. The best examples include well-focused support for less confident learners, challenging marking and good pace. Teachers plan thoroughly and teach reading and writing well although there is insufficient emphasis on promoting pupils' speaking skills. Sometimes lessons are a little slow and teachers do not use assessment to pitch work at sufficiently demanding levels so more able pupils do not always achieve as well as they should.

Pupils enjoy school and, reflecting this, their attendance is now satisfactory. They know the importance of working hard and have responded enthusiastically to the school's initiatives to improve reading and writing which have helped to accelerate progress and raise achievement. Leaders have begun to deal effectively with the differences in performance between boys and girls and inspectors found that both of these groups are equally well motivated and hard working. Although pupils' achievement is now satisfactory and standards are broadly average the school recognises the need to provide greater opportunities for pupils to make links between subjects and to apply their literacy and numeracy skills more widely and creatively. This is a school which has moved forward at pace because the headteacher and staff have determinedly focused on the learning and pastoral needs of the pupils.

## Effectiveness of the Foundation Stage

### Grade: 3

Three-year-old children start in the Nursery with skills, knowledge and understanding which are lower than those expected for their age. They settle quickly and make satisfactory progress although their overall attainment is below that expected for their age when they start in Year 1. The children respond well to adults and are keen to learn. By the time they move into the Reception year they work happily with others and are attentive listeners. The Foundation Stage leader has improved the provision since September but outdoor learning is underdeveloped. Basic skills in reading and writing receive good attention although children do not have enough chance to explore and extend their spoken language. This hampers some aspects of their work in communication, language and literacy. Staff keep useful records of the children's progress but do not make sufficient use of this information to pinpoint what the children need to do next. Those new to speaking English receive good support and staff carefully identify and meet the needs of those with communication difficulties.

## What the school should do to improve further

- Improve outdoor provision in the Foundation Stage and provide more opportunities for children to develop their speaking skills.
- Develop some aspects of teaching, including making more consistent use of marking to guide pupils on the next steps in their learning and providing more opportunities for pupils' to practise and improve their speaking skills.
- Provide a wider range of activities to enable pupils to apply their basic skills to learning in other subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Good headway has been made in compensating for a legacy of underachievement because the headteacher has set demanding targets for staff and pupils. Standards are rising and are now broadly average in English, mathematics and science. The staff have focused well on raising boys' achievement and narrowed the gap with girls' performance. There is scope to extend the challenge for more able pupils. Initiatives in English are making an impact; as one boy said about the new approach to language learning, 'It's making me feel more confident about my writing.' Because the teaching is much more consistent, pupils make at least satisfactory progress. Those at an early stage of speaking English receive good support and make purposeful gains in recognising and using new words. Others with communication difficulties benefit from well-structured guidance and regular practice so that they grow in confidence.

## Personal development and well-being

### Grade: 2

One enthusiastic girl commented, 'I love the school, it's a great place to learn.' Pupils say they enjoy school and get on well together. They enjoy a good range of visits and like to support charities. They clearly understand the need for rules and keep them. Behaviour is good. Pupils are eager to do well and proud of their school. They like to take responsibility, and the school council is becoming increasingly effective. Pupils have a good awareness of how to keep healthy and participate enthusiastically in physical activities, although many rightly said they would appreciate more clubs. Pupils presenting their work well and rise to the occasion when playing musical instruments in assembly. They develop good spiritual, moral, social and cultural qualities. Pupils value the diverse cultures and languages found in the school and have strong views about fairness and equality. Several commented that they feel able to approach staff with any problems and that they feel safe in school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Staff plan and prepare lessons thoroughly and make good use of recent initiatives to help the pupils to improve their basic skills. This was seen to best effect in an outstanding lesson that combined music and literacy skills resulting in high levels of enjoyment and good quality writing.

Pupils particularly enjoy practical subjects and the opportunity to plan their own scientific investigations. Teachers know the pupils well and respond to their needs. They involve assistants effectively in pupils' learning. Staff know the needs of those with communication difficulties and provide good guidance and support especially in extending pupils' vocabulary. However, this is not always true as, in some lessons, teachers do most of the talking and this inhibits the development of some pupils' creative and imaginative vocabulary. Staff do not consistently apply the new assessment procedures. Although teachers regularly mark pupils' work some do not provide enough guidance for pupils on how they might improve.

### **Curriculum and other activities**

#### **Grade: 3**

The school has focused much on raising standards in English and mathematics and has plans to develop more creative links between subjects to broaden pupils' learning. Some teachers use history lessons to provide opportunities for pupils to write in different styles and there are good links between music and English. Links between other subjects are tenuous. Consequently, staff do not capitalise on using the subjects to enable pupils to refine and develop their basic skills and to extend their vocabulary. The good programme of personal, social and health education contributes well to pupils' awareness of the needs of others and raises their own expectations of what they can achieve.

### **Care, guidance and support**

#### **Grade: 2**

Parents are confident that their children are cared for well. As one said, 'The teachers know all about my son and help him.' This is due to the good procedures used by senior leaders to track the pupils' progress, the staff's consistency in managing behaviour and a supportive ethos. There are some good examples of marking which point pupils in the right direction and guide them on how to improve, although this guidance is not consistent used to set sharply focused targets. Staff have good awareness of child protection matters and risk assessments are robust. Leaders ensure that procedures to safeguard pupils receive high priority. Regular reviews of targets and discussions with parents and their children ensure that vulnerable pupils receive the help and guidance they need.

### **Leadership and management**

#### **Grade: 2**

Fundamental to the school's success has been the focus on improving pupils' personal development and raising the levels of care in the school. The headteacher has played a decisive part in lifting expectations among staff, pupils and parents and this has led to good improvement. There is a robust system to check on the effectiveness of teaching and, by using test and other data, leaders have set well-focused targets. Staff turnover has been managed carefully and the headteacher has created a committed team. However, some middle managers are at an early stage of leading their subjects. Within a short time, improvements to assessment, the quality of teaching and the provision for information and communication technology (ICT) have made a difference to learners' confidence and competence. The school's evaluation accurately identifies areas for development and work is underway to tackle shortcomings in the Foundation Stage and curriculum and to strengthen teaching and learning. Parents are pleased about recent improvements and appreciate improved communication which has helped

them to become more involved in their children's learning. Governors fully back the school and recognise the need to improve their skills in checking on the school's work.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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 the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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 tackled so that all learners achieve as well as they can	3
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	3
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

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

20 February 2008

Dear Pupils

Inspection of Durdans Park Primary School, Southall, UB1 2PQ

Thank you for making us feel welcome when we visited your school. We enjoyed our visit and were very pleased to see how much the school has improved. It now provides you with a satisfactory quality of education. You have played an important part in helping the school to improve. Well done!

There are several good things about your school.

- Your behaviour is good and you get on well together.
- You particularly enjoy practical work, especially using the new computers.
- The staff work hard to help you, especially if you have any problems.
- Your headteacher has made a real difference in improving the school.
- You know how to keep yourselves safe and healthy.

There are still things to improve and you can help by continuing to do your best and by working hard. We have asked the teachers to make more improvements to the resources and equipment for outdoor play for the youngest children. Sometimes the teachers do not give you enough guidance when they mark your work. We would like you to have more opportunities in some lessons to talk about your learning and to share your ideas so that you get better at using English in other subjects.

Everyone at the school wants you to do well and we noticed how proud you are of Durdan's Park. We hope that you continue to be happy and successful there.

Sean O'Toole

Lead Inspector