

# Weald Rise Primary School

Robin Hood Drive, Harrow Weald, Harrow HA3 7DH

## Inspection dates

16–17 January 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Teaching, learning and assessment are good. Teachers have strong relationships with the pupils and provide work that engages their interest.
- Teaching is particularly effective in mathematics. Teachers are knowledgeable about this subject and are skilled in sharing information and strategies with the pupils.
- Leadership and management are good. There is a clear and shared vision for the future of the school and it is improving rapidly. Leaders have high expectations for members of staff.
- Leaders, managers and governors have a good impact on teaching. They monitor the pupils' progress rigorously and ensure that the curriculum supports pupils' outcomes.
- Changes are made to the curriculum when necessary to improve pupils' progress.
- Pupils' personal development, behaviour and welfare are good. Pupils enjoy learning and are keen to help each other in class.
- Pupils feel safe at school and know how to stay safe. They are enthusiastic about taking responsibilities in class and around the school.
- Pupils' outcomes are good. Pupils' work and school assessment information show that pupils currently at the school are making good progress from their starting points.
- The early years provision is good. Children learn quickly from a wide range of interesting activities. They benefit from effective support from members of staff.
- Pupils, especially the most able, are not consistently given suitably challenging work so that they can work at greater depth.
- Opportunities are missed for pupils to develop their writing when working in other subjects.

## **Full report**

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

- Strengthen teaching and pupils' outcomes by:
  - ensuring that pupils, especially the most able, are given sufficient challenge to work at greater depth
  - making sure that pupils are given good opportunities to practise and extend their writing when working in other subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and deputy headteachers are ambitious for the school and are focused on driving up pupils' attainment.
- The school is improving rapidly. Middle leaders show a determination to make a difference. They have been trained and work alongside senior leaders in shared projects. They are making good use of assessment information to check how well the pupils are doing and to devise plans that drive improvement.
- Leaders' monitoring of teaching and the school's performance management arrangements are rigorous. Leaders are having a positive impact on teaching and, as a result, the quality of learning and pupils' outcomes are improving across the curriculum.
- Leaders have reviewed and strengthened the curriculum to provide a breadth and balance of learning opportunities in lessons, as well as additional activities to broaden the pupils' experiences.
- The building programme has been managed well so that pupils can make good progress, despite changes in the building and outdoor areas.
- The special funding for sport has been used effectively to provide specialist teaching, staff training and resources. For example, during the inspection, pupils in Year 5 were able to learn cricket skills with the support of a specialist teacher.
- Funding for disadvantaged pupils and for those who have special educational needs (SEN) and/or disabilities is being targeted more accurately than in the past and these pupils now make good progress from their starting points.
- The pupils are prepared well for life in modern Britain. The school promotes pupils' spiritual, moral, social and cultural development well. British values are taught effectively. For example, in an assembly, pupils learned about diversity and working together, as part of the school's work on the value of 'tolerance'.
- Leaders provide several opportunities for parents and carers to engage in their children's learning. For example, there are various workshops for parents on topics such as dental hygiene and improving spoken English.
- Parents who spoke to inspectors expressed mixed views about the school. Many made positive comments such as 'I am very pleased with the way the school has improved' and 'the school has been very supportive.' A few parents continue to be unhappy about all aspects of the school's work. Leaders are aware that they have more to do to convince all parents that the school is improving and is now good.
- Leaders have identified that pupils do not make consistently good use of their writing skills to support their learning in other subjects across the curriculum and have started to monitor this to bring about improvement.

## **Governance of the school**

- Governance is effective.
- Governors have undergone the necessary training to support them in their responsibilities.
- Governors fulfil all their statutory duties.
- Governors have developed a clear understanding of what works well and what remains to be done.
- Governors are knowledgeable about the diversity of pupils at the school and the wide range of needs.
- Governors are developing their role in monitoring the work of the school effectively and are holding the school to account for its actions.

## **Safeguarding**

- The arrangements for safeguarding are effective. The school has increased the rigour of safeguarding arrangements. As a result, members of staff are well informed about safety procedures. All the relevant checks are carried out to ensure that staff are suitable to work in school and have received up-to-date training in safeguarding and child protection. Records are fit for purpose and there are strong links with external agencies.
- Leaders have established a safe place for pupils to learn, including during the extensive building work. Pupils are aware of the need to take extra care when playing in the cramped play areas.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers have positive relationships with the pupils and high expectations for their behaviour. Motivating activities engage the pupils' interest in learning effectively. For example, pupils in science in Year 1 were enthusiastic about sorting various materials into sets.
- Teachers work well with teaching assistants to support the learning of various groups of pupils, including disadvantaged pupils and those who have SEN and/or disabilities. Lessons are based on clear assessment information about what pupils have previously learned, especially in English and mathematics.
- Teachers have good knowledge of the subjects they teach, and this is shared with the pupils especially well in mathematics. Effective use is made of specialist teachers in subjects such as physical education, music and French to enhance learning.
- Pupils who are at the early stages of learning to speak English are supported well in developing new vocabulary. They receive good support from members of staff and from other pupils with the same home language.

- The teaching of reading and phonics has been strengthened this year and is good. Teachers encourage pupils to make good use of their knowledge of phonics to help them with their reading and spelling.
- While teachers ensure that pupils gain skills in writing, they miss opportunities for pupils to develop their writing further when working in other subjects across the curriculum.
- Occasionally, teachers do not provide enough challenge for the most able pupils in each class or set, or encourage them to work at greater depth when they are capable.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and say that they feel safe at school. Leaders have ensured that pupils have remained safe during the extensive building programme. Pupils know how to develop as good learners. They work diligently and take pride in their school.
- The school has clear systems in place to tackle bullying and discriminatory behaviour. Instances of bullying or unkind behaviour are rare and most pupils are satisfied with the way they are dealt with. Pupils know what to do should they have a worry at school.
- There are strong links with external agencies to support vulnerable pupils. Pupils' physical and mental well-being is supported effectively in activities run at playtimes and in the before- and after-school clubs.

### Behaviour

- The behaviour of pupils is good. They play together amicably and tolerate the cramped conditions on the temporary playgrounds well.
- Pupils enjoy helping each other in class and support those who are new to the school and have limited spoken English. As one pupil in Year 5 was heard to say, 'Let's help each other, it's easier if we help each other.'
- Pupils take responsibility for various roles, such as nominating other pupils to receive the popular 'kindness cup' and working as peer mediators.
- Pupils' attendance has been an issue for the school in the past. Since September, there has been a dramatic drop in persistent absences and rates of attendance have risen to become broadly average.
- The school promotes British values and respect for others in lessons and assemblies. Pupils understand the importance of showing respect for others.
- A few parents who responded to the Parent View questionnaire were not happy with behaviour at the school. Inspectors found that pupils behave well and listen carefully most of the time. They occasionally come off-task in lessons when they are not given suitably challenging work.

## Outcomes for pupils

**Good**

- Pupils make good progress from their starting points and the attainment of all groups of pupils is rising. Pupils are prepared well for the next stage of their education and later life.
- In national assessments in 2017, pupils made best progress in mathematics and this continues to be a strength. Pupils benefit from the teachers' good subject knowledge and are supported with 'hands-on' experiences, such as cutting up fruit to learn about fractions.
- The attainment of pupils in Year 1 was below average in the phonics screening check in 2017. Almost a quarter of this year group arrived during the year, many directly from abroad with little spoken English. Despite making good progress at the school, they did not all reach the level expected for their age. The school has increased the rigour of teaching phonics and pupils across the school are developing phonics and other reading skills rapidly. Pupils make good use of these skills to help them with their reading and spelling. As one pupil in Year 2 stated, 'You use your sounds to get better at reading and spelling words.'
- Attainment in writing at the end of key stage 1 has been below average for the last two years. Teachers have changed the way that this subject is being taught and pupils are now making good progress and are working within age-expected levels. However, their progress is not yet as good as it is in reading and mathematics. While pupils learn writing skills well and demonstrate this good progress in their literacy books, their writing in other subjects is not consistently of the same quality.
- School assessment information and pupils' work demonstrate that disadvantaged pupils are making as much, and in some cases more, progress than other pupils. These pupils are being supported well to enable them to reach broadly average attainment.
- Pupils who have SEN and/or disabilities have their specific needs identified and met well.
- Pupils who are learning to speak English as an additional language do so quickly with the help of members of staff and other pupils.
- The most able pupils are making better progress than in the past, although there remain occasions when they do not start working at greater depth soon enough.

## Early years provision

**Good**

- Stimulating activities and good teaching enable children to make good progress in the Nursery and Reception classes. Children have good opportunities to help plan their next steps and the curriculum covers all areas of learning.
- Children are well prepared for joining Year 1 because they are confident and well behaved and have developed a range of knowledge and skills. They are familiar with school routines and learn quickly.
- The teaching of phonics is systematic and there are appropriate groups in place to support children who are finding learning difficult.

- Leadership and management are good. Leaders have a clear understanding of what needs to be done to improve provision further. For example, in response to boys making less progress than the girls, members of staff listened carefully to the children's suggestions about making activities more engaging.
- Leaders have ensured that the atmosphere in the early years classrooms is calm and that all children are supported. Teachers and teaching assistants work together well supporting disadvantaged children and those who have SEN and/or disabilities.
- Additional funding is focused on greatest need. Leaders work closely with other schools and external agencies to ensure that differing needs are being met effectively and that children are being kept safe.
- Parents are fully involved in their children's education. They join their children for 'open class' sessions held each month, and contribute towards the children's 'learning journey' (work and achievement books).
- The outdoor area is continuing to be developed during the building work and children have good opportunities to learn indoors and outside.
- Occasionally, a few tasks do not have a clear purpose. At these times, progress slows when children are working without adult support and are not focused on their learning.

## School details

Unique reference number	102215
Local authority	Harrow
Inspection number	10041950

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	558
Appropriate authority	The governing body
Chair	Mike Hutton
Headteacher	Folake Agbaniyaka
Telephone number	020 8954 4531
Website	<a href="http://www.wealdrise.harrow.sch.uk">www.wealdrise.harrow.sch.uk</a>
Email address	<a href="mailto:office@wealdrise.harrow.sch.uk">office@wealdrise.harrow.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Weald Rise is larger than the average-sized primary school.
- There is a part-time Nursery and two Reception Year classes in the early years provision.
- The school was opened in April 2015 when an infant and junior school on the same site amalgamated. The school moved into the new building in September 2017 and the outdoor areas are still being constructed.
- The proportion of disadvantaged pupils is above average. The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of pupils who speak English as an additional language is high. Pupils come from a wide range of ethnic backgrounds and speak a wide range of home languages. There is high mobility of pupils joining and leaving the school during each school year. Numbers fluctuate dramatically in some year groups. Many of these pupils are new to the country and at the early stages of learning to speak English.



- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The governing body manages a breakfast club and an after-school club for pupils at the school.

## Information about this inspection

- The inspectors observed teaching and learning in 44 parts of lessons, most jointly with the headteacher or one of the deputy headteachers.
- Discussions were held with leaders, other members of staff and members of the governing body.
- Inspectors held informal discussions with several parents and scrutinised 35 responses to the Ofsted Parent View questionnaire and 30 responses from pupils.
- Pupils in Years 2 and 6 were heard reading and samples of pupils' work were scrutinised from all year groups.
- A range of information supplied by the school was checked, including the school's assessment information, planning documents and checks on the quality of teaching. The inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding procedures.

## Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector
Meena Walia	Ofsted Inspector

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