

The Blue School CE Primary

Inspection report

Unique Reference Number	102523
Local Authority	Hounslow
Inspection number	308039
Inspection dates	14 May 2008
Reporting inspector	John Carnaghan

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

Type of School	Primary
School category	Voluntary aided
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	242
Appropriate authority	The governing body
Chair	Mr L Oliver
Headteacher	Mr J Frostick
Date of previous school inspection	24 November 2003
School address	North Street Isleworth TW7 6RQ
Telephone number	020 8560 6721
Fax number	020 8568 9162

Age group	3-11
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, personal development and well-being, care, guidance and support, leadership and management. He gathered evidence from lesson observations, discussions with pupils, teachers and governors, scrutiny of pupils' work, assessment information and other school documents. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own self-evaluation was not justified and these have been included in the report where appropriate.

Description of the school

The proportion of pupils at the school with learning difficulties and/or disabilities is below average. About one third of pupils are from minority ethnic groups, higher than most schools. Under a tenth of pupils do not speak English as their first language and this is below average. The school includes a funded nursery. It holds the Artsmark and Activemark awards and has Healthy School and Extended School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The Blue School provides an outstanding education. The deep-seated commitment of all staff to excellence, as expressed in the school's mission statement, makes a difference to all pupils and this is shown in their great love of school and their outstanding achievement.

Children start in the Nursery with skills that are similar to those found nationally. Outstanding provision in the Foundation Stage ensures they are very well prepared for later school life. Pupils' standards as they leave Year 6 are well above average, and have been for many years. There are no significant variations in standards between subjects. The very strong commitment of all staff to inclusion ensures that the achievement of all pupils, including those with learning difficulties and/or disabilities, is outstanding and they leave school well prepared for secondary education.

Parents are generally very appreciative of the school and many wrote eloquently of its numerous qualities. A typical response from one parent was, 'Both of my children love school, are always eager to attend and are full of their day when they get home.' A small minority of parents expressed concerns over communication with the school, but the inspection found no evidence to support their worries.

The promotion of good classroom practice by thorough monitoring has ensured that teaching and learning are consistent and often outstanding. Lessons are very carefully planned, so that pupils receive the correct degree of support and challenge in each activity. The powerful support given to pupils to help them reach their full potential is clear in the large proportion that regularly gain higher levels in Year 2 and Year 6 national assessments. Good planning enlivens lessons by using interesting resources, such as the Indian fruit and sweets produced in an English lesson to illustrate the story of a visit to India. Teachers have high expectations and lessons are usually pacy and enjoyable. Pupils say they like their lessons and join in enthusiastically, collaborating fully to ensure their excellent learning. They show growing independence, working keenly in silence or discussing issues in pairs, as required. They answer questions well, speaking confidently and fluently. Teachers mark books very well. Their comments are kind but analytical and pupils usually respond positively by seeking to improve their work. The outstanding curriculum is well planned to meet the needs of the pupils. There are good enrichment opportunities and pupils are very keen on the numerous after-school sporting and other clubs.

Care, guidance and support for pupils are outstanding. Rigorous systems ensure that pupils are kept safe in all their activities. Adults all share a high level of commitment to ensuring pupils' welfare and learners, in turn, know that there are many adults they can turn to, should they need extra support and guidance. The support given to those with learning difficulties and/or disabilities is very effective, enabling them to achieve as well as their peers. Academic guidance for pupils is strong. Target-setting complements marking, providing pupils with a clear view of their current standards and their next steps in learning.

The excellent teaching and care, guidance and support help to ensure that pupils' personal development is also outstanding. The school is an exciting and lively place, nevertheless pupils' behaviour is exemplary. The very good habits they develop in the Foundation Stage ensure that they show great respect for classroom routines and have very positive relationships with one another and their teachers. Pupils report that they are very happy at school and their attendance is well above average. Helped by contributions from the police and other visitors, they develop a very good understanding of how to stay safe, both in and out of school. Bullying is very rare and the school deals with any such incidents firmly.

Pupils understand very well the importance of good diet and plenty of exercise in maintaining healthy lifestyles and most participate keenly in school sports clubs. The school council is lively and pro-active and pupils appreciate how promptly the school reacts to their concerns and suggestions, such as by quickly repairing the school drinking fountain. Pupils make a good contribution to the community but do not take significant initiatives themselves. They are involved

with the church and other local communities as well as with a Ugandan orphanage. Pupils demonstrate exceptionally good progress in the literacy, numeracy and computer skills that contribute to their future economic well-being. The curriculum promotes pupils' good understanding of how to deal with financial matters. The school's very strong Christian ethos underpins pupils' excellent spiritual, moral, social and cultural development. Older and younger pupils both benefit enormously from Year 6 and Year 5 pupils acting as 'buddies' for those in the Nursery and Reception classes. The school's promotion of multi-cultural understanding is thorough and does much to broaden pupils' horizons.

The headteacher provides outstanding leadership. His influence extends into every corner of the school and he is widely respected by pupils and parents. His powerful commitment to ensuring the best possible provision for each pupil is shared by all staff and he is well supported by an experienced and capable senior management team. Rigorous monitoring ensures consistently excellent practice in areas such as teaching and assessment. The school uses external experts judiciously to assure the accuracy of their judgements. Governors support and challenge the school very well but do not undertake enough activities to find out for themselves how well the school is doing. The whole leadership team strives restlessly for improvement and the school and governors constantly guard against complacency, particularly in maintaining high standards and excellent achievement. Improvement since the previous inspection is excellent. The school's powerful self-evaluation feeds into very effective planning for the future. With its exemplary track record, the school's capacity for continuing improvement is outstanding.

Effectiveness of the Foundation Stage

Grade: 1

Very thorough management of the Foundation Stage has ensured that outstanding provision has been maintained, despite recent staffing changes. Children receive excellent care from day one and settle happily into school life. Achievement is outstanding and many children exceed the expected learning goals by the time they join Year 1. Teaching and learning are outstanding and provide the right balance between teacher led and child initiated activities. Accommodation and resources are very good and support learning very well.

What the school should do to improve further

- Develop opportunities for governors to monitor the school independently.

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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?	1
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 effectiveness in the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is 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
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

The quality of provision

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

¹ 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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

² IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Letter to pupils explaining the findings of the inspection.

23 May 2008

Dear Pupils

Inspection of The Blue School CE Primary, Isleworth, TW7 6RQ

Thank you for the warm welcome you gave me when I visited your school recently. It was good to meet and chat with you.

You told me how happy you were at school and that you thought it was very good. I agree! The Blue School is outstanding and the way your teachers care for you and guide you is excellent. This helps both your progress and your personal development. I was very impressed with the excellent teaching and the way pupils and teachers work so well together to learn. This means that standards at the school have been much higher than those in most schools for many years and your achievement is outstanding.

You are doing so well because your excellent headteacher and your teachers make up a strong team and work very hard to give you the best possible chances. Your school keeps getting better because of this strong teamwork. You do your bit with your excellent behaviour and enthusiasm to learn, so your personal development is outstanding.

The headteacher tells me that the staff are not going to take it easy now and still want to keep up their high standards and this is good news. Almost all schools that are inspected are given advice about things that need to be made better. Your school is unusual. It is so good that there is only one area that needs improvement. Governors support and challenge the school very well but they should find out for themselves more about how the school runs by checking up on its activities.

Once again, thank you very much for your help and good luck in the future.

Yours sincerely,

John Carnaghan
Lead Inspector

