

The Smallberry Green Primary School

Turnpike Way, Isleworth, TW7 5BF

Inspection dates 7–8 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress in all year groups. Attainment by the end of Year 6 is above average in reading and mathematics and average in writing but rapidly improving.
- Teaching in the Early Years Foundation Stage enables children to make good progress. Children explore activities that interest them, and talk and think about their learning.
- Pupils with special educational needs, including those pupils who are supported by the specially resourced provision, make good progress because teachers support them effectively.
- Teaching and learning are good because of the good relationships between teachers and pupils. Teachers have high expectations, give clear guidance and work in partnership with staff, who support pupils in their lessons.
- Pupils behave well. They are courteous towards each other and feel safe and happy in school. The strong spiritual, moral, social and cultural education evident throughout the school helps pupils from a wide range of backgrounds learn and develop well together.
- Leaders across the school have made significant improvements since the previous inspection. As a result, they ensure teachers consistently use their knowledge about pupils to identify their needs and provide support to accelerate their progress.
- Governors help the school improve because they understand and contribute to the school's priorities. They hold the school to account, for example, about how well individual teachers are helping to improve rates of pupil progress.

It is not yet an outstanding school because

- There are still pockets of weaker teaching and teaching is not yet helping pupils to make rapid progress.
- Learning in a few lessons does not move at a brisk pace and does not challenge higher-ability pupils enough to make the best progress they can.
- The use of 'open' questions to help pupils think deeply, and which permit different answers to be given about what they are learning, is underdeveloped.
- Most pupils attend school regularly but a few parents do not send their children to school regularly enough, which slows their progress.

Information about this inspection

- Inspectors observed 20 lessons. This included joint observations with the headteacher and observations of pupils receiving additional support. In addition, the inspection team examined pupils' work in their books and listened to pupils read.
- Meetings were held with a group of pupils, three governors, including the Chair of the Governing Body, senior and middle leaders and a representative from the local authority.
- Inspectors took account of the 34 parent responses to the online questionnaire (Parent View) and of discussions with parents during the inspection.
- Inspectors observed the school's work and looked at documentation, including policies and improvement plans and documentation relating to staff development, pupil achievement, teaching, the curriculum, behaviour, attendance and safeguarding.

Inspection team

Mehar Brar, Lead inspector

Additional inspector

Raminder Arora

Additional inspector

Velia Hartland

Additional inspector

Sue Cox

Additional inspector

Full report

Information about this school

- The Smallberry Green Primary School is much larger than the average-sized primary school.
- Since the previous inspection the school has opened a specially resourced provision for pupils with special educational needs. This provides support for pupils with autistic spectrum disorder. At the time of the inspection it was supporting six pupils from the school.
- The school operates a breakfast club managed by staff at the school.
- The proportion of pupils for whom the school receives additional income (the pupil premium) is well above average.
- More than three quarters of the pupils, a much higher proportion than than found nationally, are from a range of minority ethnic groups, with the largest group being pupils of African heritage. The proportion of pupils learning English as an additional language is well above the national average.
- The proportion of pupils with disabilities and special educational needs supported by school action, school action plus or with a statement of special educational needs, is well above average.
- The number of pupils joining or leaving the school other than at the usual times is higher than average.
- The school does not send any pupils to be educated in other institutions.
- The school meets the current government floor standards, which set the minimum requirements for pupil attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to accelerate pupils' progress, especially in Years 1 to 6, by:
 - ensuring all lessons proceed at a brisk pace and provide sufficient challenge for more-able pupils
 - making sure teachers use more 'open' questions to encourage pupils to think more deeply about the main ideas in lessons before giving their responses.
- Gain the commitment of all parents to help improve the attendance of some pupils so that they are able to make the best progress possible.

Inspection judgements

The achievement of pupils is good

- Achievement is good overall, and improving in Key Stage 1. Children enter the school in the Early Years Foundation Stage with skills that are well below the levels expected for their age. By the end of Reception they are still working at below-average levels, but have made good progress. Their good progress is partly due to teachers who quickly understand the needs of the children and provide a variety of opportunities for them to explore and learn, both on their own and with teacher support.
- The school's information on pupils' achievement and an examination of pupils' books confirm that pupils make good progress in reading and mathematics. Progress is not as rapid in writing but improving.
- Pupils requiring extra support are identified early and accurately. Teachers and support staff work well together to provide extra support in lessons and one-to-one or small group teaching to ensure that teaching meets these pupils' needs. As a result, the progress of pupils who are eligible for pupil premium funding, including those eligible for free school meals, and those from minority ethnic groups and who have English as an additional language, is good. The progress of pupils receiving extra funding, as measured in average points scores, is as good as that of other pupils in the school.
- There is no difference between the progress made by boys and girls in English and mathematics. Disabled pupils and those with special educational needs make good progress. This is particularly true for those pupils supported by the specially resourced provision for special educational needs. Those joining the school later than at the usual times catch up and usually make better-than-expected progress. This is because teachers and support staff quickly and effectively identify pupils who are making slower progress and provide them with well-targeted support.
- The teaching of reading is effective. Despite pupils' overall weak communication skills when they enter the school, most pupils are able to read as necessary in lessons from Year 1. Many parents read with their children at home. A few weaker readers recognise the sounds made by groups of letters but cannot always join these together to read words or understand what the words mean.
- The school provides all pupils with an equal opportunity to succeed by matching teaching to pupils' needs and supporting them as necessary to make good progress. In some lessons, more-able pupils do not make the progress they are capable of because work is not as challenging as it might be.

The quality of teaching is good

- Inspectors agree with the views of parents, pupils and teachers that teaching is good. There are positive relationships between teachers and pupils, and classroom routines are well established. Teachers give clear guidance to pupils about what they are expected to learn and this helps lessons to start briskly and smoothly. As a result, behaviour is good in lessons and learning proceeds smoothly.
- When pupils are able to discuss and think about what they are learning, progress is good or better. Pupils are helped by clear instructions, teachers circulate to support and extend learning and pupils who need it receive effective support. In the Early Years Foundation Stage, children were able to sustain their concentration and effort because teachers discussed learning with them.
- Reading and mathematics are taught effectively. The teaching of writing is improving. Pupils feel well supported and enjoy the activities that teachers provide to help them learn these skills. Teaching in the Early Years Foundation Stage helps children to explore new ideas and learn from each other as well from teachers. Children are able to follow their interests to help them learn. As a result, they enjoy learning and make good progress.

- Sometime teachers do not use more 'open' questions which allow different answers to be given to encourage pupils to think more deeply about the main ideas in lessons, before giving their responses.
- Pupils who can learn faster sometimes make slower progress than they should when lessons are not challenging enough. Occasionally, teachers do not identify sufficiently well what pupils know already, so that they can take learning further more quickly.

The behaviour and safety of pupils are good

- Behaviour is good over time. Pupils from a wide range of backgrounds and cultures learn and play together happily. They care for themselves, their friends, teachers and their school. All pupils want to learn. The vast majority of parents recognise how hard the school works to keep their children safe, happy and learning well.
- Pupils and staff all contribute to a harmonious community. Staff model courtesy and respect around the school. Pupils contributed to the school's behaviour policy and understand it well. As a result there are very few behaviour incidents.
- Bullying or name-calling, including prejudice-driven bullying of any type, is rare. Staff deal with any pupils' concerns promptly and effectively. School records of behavioural incidents shows that there is very little disruption in lessons or in other parts of the school.
- Pupils safety is a paramount priority in the school. Detailed risk assessments, clear policies, health and safety audits and teaching pupils about safety all contribute to pupils feeling they can keep themselves safe in a variety of situations such as on the road or when connected to the internet.
- Pupils understand that it is important to learn well. Some pupils who can make faster progress than their peers work more slowly at times because some lessons do not provide them with enough challenge.
- Parents are able to communicate effectively with the school. There is open and frequent communication. As a result, parents feel well informed about their children's progress in school.
- Most parents understand that it is important for their children to have good attendance at school. Attendance overall is still below average because the school has not gained the commitment of a few parents in ensuring their child attends very regularly.

The leadership and management are good

- School leaders, led effectively by the headteacher, have involved everybody who works in the school in developing a vision for the school. As a result of their commitment to the success of every child in the school, pupil outcomes have improved considerably over the past two years.
- Leaders at all levels are involved in developing the quality of teaching. Teachers receive feedback about their teaching and are provided with support to strengthen aspects of their practice they wish to improve. Meetings about pupil progress highlight any underachievement by pupils and teachers respond by adjusting their teaching to help any weaker pupils to catch up. Teachers are set targets for improving their teaching and these improvements are linked with improvements in pupil progress.
- The curriculum in the school is broad and balanced. Teachers pursue topics that will interest pupils to help them enjoy learning and want to find out more. The spiritual, moral, social and cultural aspects of learning are taught well through opportunities to join school clubs, working together in lessons, visits to places of interest and listening to visitors to the school. Pupils learn about different lifestyles in the wider world through, for example, poetry and art and are able to compare life in other countries with their own life in this country.
- The local authority has limited involvement with the school. It provides an annual external view of how well the school is doing so that school leaders can use this information and their own evidence to make the best possible decisions about how to continue to improve the school.

■ **The governance of the school:**

- Governors are a skilled and active team. They hold the school to account and, following their recent re-organisation, they have scrutinised school data about achievement, the quality of teaching and the use of pupil premium to ensure the spending is having the desired impact. They meet with senior leaders regularly to hold them to account for the achievement of pupils and understand where data is indicating that achievement is not strong enough. Governors know about the strengths in teaching and learning across the school. They link the quality of teaching to the rates of progress made by the pupils and evaluate staff rewards and progression up the pay scale according to the impact that staff have on pupil progress. The skills of the governing body are enhanced not only by training courses but by regular access to other relevant information from other key educational organisations. These efforts ensure that the quality of teaching and pupil outcomes are always at the centre of the work of the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102515
Local authority	Hounslow
Inspection number	400552

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	The governing body
Chair	Gareth Wynne
Headteacher	Mrs Caroline Hodges
Date of previous school inspection	2 December 2009
Telephone number	020 8580 2070
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