

Springwell Junior School

Vicarage Farm Road, Heston, Hounslow, TW5 0AG

Inspection dates 25–26 June 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders have been too slow in putting in place plans to improve teaching to enable pupils to reach their full potential. This is because the school has not had an accurate view of how well it is doing.
- Teachers' planning does not always take account of the range of abilities and needs in the class.
- Higher ability pupils, disabled pupils and those with special educational needs do not achieve as well as they could because they are not given enough opportunities to do appropriately challenging work.
- There are not enough leaders with the skills to check on the quality of teaching and provide the support that will help teachers to improve.
- Pupils' progress in mathematics is slowed down by insufficient opportunities to build on their previous knowledge and to improve their skills.
- The feedback that pupils get about their work does not always give clear enough guidelines as to how they can improve.
- Plans for the future do not indicate precisely enough milestones to enable leaders to check on how successful their work is in improving teaching and raising achievement.
- The governing body does not have the skills to effectively challenge the school or to become more involved in how improvements can be made.

The school has the following strengths

- Reading is promoted well throughout the school and as a result pupils make good progress and acquire a love of reading.
- The extra government funding for pupils known to be eligible for free school meals is used effectively to enable pupils to quicken their progress and narrow the gap between themselves and other pupils.
- Pupils' behaviour is good and they feel safe. They are very polite, courteous and well mannered and enjoy good relationships with adults and each other. By the time they leave the school, they are confident young people.
- The school provides pupils with a wide variety of interesting experiences, particularly in art and information and communication technology (ICT), enabling them to develop a range of skills and interests.

Information about this inspection

- Inspectors observed 25 lessons, of which three were joint observations with the headteacher and deputy headteacher. In addition, inspectors made a number of other short visits to lessons. They also looked at pupils’ books and observed other aspects of the school’s work.
- Meetings were held with the governors, including the Chair of the Governing Body, and teachers. Pupils took inspectors on a tour of the school. The inspectors also listened to and spoke to pupils about their reading. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of the 17 responses to the online questionnaire (Parent View) and spoke to parents and carers at the school gate. Inspectors reviewed 25 questionnaire responses from staff.
- A number of documents were looked at, including the school’s own information relating to pupils’ achievement, the school’s self-evaluation summary and school development plan, planning documentation, records relating to behaviour and attendance and checks on teaching, policy documents and documents relating to safeguarding. The inspectors also looked at the school’s website.

Inspection team

Martin Marsh, Lead inspector	Additional Inspector
Gill Walley	Additional Inspector
Ramesh Kapadia	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- One in four pupils are known to be eligible for the pupil premium (additional government funding which in this school supports pupils known to be eligible for free school meals, there being no other eligible groups). This is average.
- Nearly all the pupils belong to ethnic groups other than White British. Just over a half of pupils are from Indian families. One in five pupils are from Pakistani backgrounds and one in ten from Black African heritages.
- Nine out of every ten pupils do not speak English as their first language which is well above average although few join the school at an early stage of learning English.
- One in six pupils who are disabled or have special educational needs are supported on school action, which is above average, and one in 16 on school action plus or with a statement of special educational needs, which is broadly average.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there has been a high turnover of staff with some experienced staff leaving and less experienced staff being appointed. Four teachers new to the profession were appointed in September 2012, two of whom have left during the course of the year.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - planning for the full range of ability in all lessons
 - providing more activities for the most able pupils which extend and deepen their thinking
 - giving more support in lessons and setting more challenging targets and activities for pupils for who are disabled or have special educational needs
 - making sure that marking gives pupils a clear understanding of how they can improve and that they are given time to respond to it.
- Raise the achievement in mathematics by:
 - giving more opportunities for pupils to develop mental calculation skills
 - setting pupils work that builds more closely on what they already know and understand
 - raising the expectations as to how pupils should draw mathematical diagrams and present written work.
- Improve the quality of leadership and management by:
 - providing training for middle leaders to enable them to monitor the quality of teaching more effectively and support improvements
 - sharpening the processes by which the school checks on how well it is doing and takes action, to enable leaders to plan for the future more precisely and have a greater impact on securing improvement
 - developing the governing body so that it is able to challenge the school more effectively and has a greater involvement in making plans for the future.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not achieve well enough overall because the progress of certain groups in particular is not fast enough.
- The progress of higher ability pupils is too slow because lesson activities are not consistently challenging enough.
- The progress of pupils who are disabled or have special educational needs in lessons is also too slow because they are often not given work matched to their needs. They are not set challenging enough targets and so do not catch up with other pupils quickly enough.
- Pupils from Indian and Pakistani families make similar progress to their peers while Black African pupils often make faster progress. The small number of pupils who arrive in school at an early stage of learning English make similar and often better progress than other pupils because of the good early support that is given to them. The emphasis the school places on learning key vocabulary benefits all pupils.
- Progress in mathematics is not quick enough. Pupils are sometimes given work that is too easy or too difficult for them and as a result they lose interest. Also there is not enough emphasis on developing mental calculation skills which results in pupils resorting unnecessarily to written methods to perform calculations.
- Current pupils are making good progress in reading and their interest in books and the varied and interesting lesson activities enable them to develop a love of reading. Pupils in Year 5 were really excited about the poetry they were studying and other pupils told inspectors about how much they enjoyed studying Shakespeare.
- Interventions by well-qualified teachers and additional adults, funded by the pupil premium, enable pupils who are known to be eligible for free school meals to quicken their progress. The 2012 Key Stage 2 statutory assessments showed these pupils to be less than one term behind other pupils in the school in English and mathematics and attaining higher than similar pupils nationally. Records for the current Year 6 show that the gap between these pupils and others in the school continues to narrow. Eligible pupils also benefit from a family support worker who works with families to ensure pupils come to school and learn well. This shows the school is successful in promoting equality of opportunity for learning.

The quality of teaching

requires improvement

- Teachers' planning, especially in mathematics, sometimes fails to build on what pupils already know and so they are often asked to do work that they already know how to do or which is too difficult for them. This can hinder their progress because they lose interest and sometimes do not get their work finished.
- Higher ability pupils are not typically set work that challenges their thinking and deepens their understanding. As a consequence, they often have to listen to the teacher explaining something they already know when they could be getting on with working independently. This slows down their progress.
- Similarly, work for disabled pupils and those with special educational needs is not always appropriately challenging for them.
- Marking does not provide pupils with enough help as to how they can improve their work and there is inconsistency across the school as to how pupils should respond to it. As a result, marking does not contribute enough to their learning.
- Expectations as to what is expected in terms of presentation are also inconsistent. In mathematics books, diagrams are sometimes poorly drawn and work is set out untidily. As a result, pupils make errors that might have been avoided through greater care and attention.

- In mathematics, lesson planning does not given sufficient emphasis to the development of pupils' mental calculation skills.
- Planning in English is stronger than in mathematics, and the teaching of writing in particular has improved.
- Teachers and pupils enjoy good relationships which mean pupils listen and learn well when the teaching is strong. When asked to work on their own or in groups they support each other well. Many lessons are characterised by opportunities for pupils to discuss their work in pairs and this helps pupils to develop their communication skills well.
- The quality of support provided by individual additional adults in lessons is good although the quantity of support provided for disabled pupils and those with special educational needs is not always sufficient.

The behaviour and safety of pupils are good

- Pupils are respectful, courteous and considerate and have good attitudes to learning. They enjoyed giving their views about their school to inspectors and showing what they did in art lessons.
- In lessons, pupils behave well and there are few interruptions to learning. Excellent behaviour was seen in a whole-school assembly where the teacher was conducting an exciting science experiment involving a balloon full of water and a naked flame as a way of promoting pupils' contributions to the school's blog. The pupils were totally absorbed and excited but totally responsive when asked to listen.
- Behaviour around school is calm and pupils move through the school safely and quietly. There are few incidents of bad behaviour and those that do occur are well managed. Some girls commented that boys can be a bit boisterous when playing games during breaks.
- Pupils understand the different types of bullying, including cyber bullying, and are aware of how to stay safe on the internet. The few bullying and racist incidents are well managed. Pupils respect each other's differences. Pupils feel safe and are well looked after.
- Parents and carers who responded on Parent View or who were spoken to at the school believe that pupils' behaviour is good. School staff also feel that behaviour in the school is well managed.
- Pupils aspire to be house captains or members of the school council but even if they do not achieve these roles show their sense of responsibility by looking after other pupils who may be unhappy in the playground. Pupils willingly help adults around the school and act as sports leaders at the adjoining infant school. They develop a very good understanding of right and wrong.
- Behaviour is not outstanding because in some lessons, when teaching is less strong, teachers have to work to ensure every pupil is listening.
- Attendance is above average and has been improving over a number of years and pupils come to school on time.

The leadership and management require improvement

- Since the last inspection the school has not been able to put in place measures to maintain and improve the quality of teaching and enable pupils to make good and better progress and so standards have fallen. This has been partly due to the school not having an accurate view of how well it is doing and so being unable to make appropriate plans for the future.
- One barrier to more effective planning has been the difficulties that the school has had in recruiting and retaining teachers following resignations of experienced teachers.
- However, although current plans correctly identify what needs to be done, they are not yet clearly enough linked to milestone targets for pupils' achievement by which leaders can check regularly on progress.

- Those teachers in middle leadership roles are inexperienced and do not have the skills to be involved in judging the quality of teaching and identifying what needs to be done to improve teaching. This means the headteacher and deputy headteacher have been largely responsible for checking the quality of teaching, making difficult decisions to tackle underachieving teachers and improving the quality of teaching overall.
- Despite some improvement in the quality of teaching there is no outstanding teaching and still too many pockets of teaching that requires improvement.
- The morale of staff is very good and they enjoy working at the school, valuing the opportunities they get to attend training and improve their teaching. They are very supportive of the school's leaders.
- The school's curriculum is interesting and varied and there are lots of opportunities for pupils to go on visits and take part in events in school. Pupils enjoy learning to play the trumpet, and the opportunities to develop their skills in art and ICT. The school is very effective in promoting pupils' spiritual, moral, social and cultural development.
- The local authority has not provided enough support to help leaders to gain an accurate view of how well the school is doing.
- Recent improvements including in the teaching of writing, the attainment of pupils known to be eligible for free school meals, and in attendance, plus the continuously developing curriculum and the high morale of staff are all evidence that the school has the capacity to improve.
- **The governance of the school:**
 - The governing body is not challenging the school enough because it does not have the necessary skills to gain a precise understanding of how well the school is doing. It is supportive and committed and has a satisfactory understanding of the school's strengths and weaknesses but makes little contribution to plans for the future. It believes that standards and the quality of teaching are better than they currently are, and does not have a strong enough understanding of performance data. Governors subscribe to the local authority's governor support package and avail themselves of the e-learning opportunities available. The governing body understands the positive impact of the pupil premium and how it is used to fund well-qualified teachers and additional adults to provide interventions. It has also ensured that there is a close link between teacher appraisal and teachers' pay. The governing body gives satisfactory support to the school in meeting safeguarding responsibilities, particularly regarding the safety of pupils and the appointment of staff, and the school's arrangements for safeguarding meet legal requirements.

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	102501
Local authority	Hounslow
Inspection number	413151

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Anna Gaymer
Headteacher	Debra Kane
Date of previous school inspection	9 October 2008
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