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Mrs D Kane  
Springwell Junior School  
Vicarage Farm Road  
Heston  
Hounslow  
TW5 0AG

Dear Mrs Kane

**Requires improvement: monitoring inspection visit to Springwell Junior School**

Following my visit to your school on 25 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- map out precisely the progress that each group of pupils needs to make in the school's action plan, so that they achieve as well as they should by the end of Year 6
- check that the monitoring of teaching focuses clearly on the difference teachers are making to pupils' achievement over time.

## **Evidence**

During the visit, meetings were held with you, other senior leaders, a group of teachers, the Chair and Vice Chair of the Governing Body, two parent governors and a representative of the local authority to discuss the action taken since the last inspection. The school improvement and action plans were evaluated along with other documentation. I visited lessons in all year groups with you and the deputy headteacher.

## **Context**

Since the last inspection four permanent teachers have joined the school. The senior leadership team has been restructured. Team leaders of Upper and Lower school have been appointed.

## **Main findings**

The headteacher and deputy headteacher have acted quickly in response to the areas for improvement identified in the last inspection. Leaders at all levels demonstrate a strong commitment to improvement. Expectations of pupils' achievement are high. No time has been lost in restructuring the leadership team and recent teaching appointments have brought greater stability to the school.

Senior leaders have a more accurate view of how well the school is doing. They have carefully analysed Key Stage 2 assessment data for 2013, accurately identifying the improved progress made by pupils in mathematics, where the proportion of pupils attaining the higher level 5 has increased. They have closely analysed the progress made by different groups of pupils from Key Stages 1 to 2. This has been used to inform actions identified in the post-Ofsted action plan. The plan demonstrates an appropriate urgency in the timescales for actions. However, there is not enough precision regarding the expected progress of different groups of pupils at key milestones.

School leaders have rightly focused on improving the quality of teaching and ensuring that there are more effective procedures for checking that this happens. The headteacher, ably assisted by her deputy, has provided effective support for senior and team leaders to evaluate the quality of teaching. This has included a sharper focus on the evaluation of lesson planning and whether it meets the needs of all pupils. Leaders at all levels are making better use of achievement data to assess pupils' progress. However, links between judgements made during lesson observations and the impact of teaching over time need to be more explicit. More regular meetings are taking place to review whether or not teachers are making the necessary improvements in response to the feedback they are given. A

helpful partnership is in place with a local school to provide staff with opportunities to learn from good and outstanding teaching.

Improvements in the quality of teaching are evident through more focused planning documents, which identify how additional challenge will be provided for pupils of different abilities. Marking is regular and helpful. Pupils say that they know what to do to improve and they are making better progress because they are given time to respond to teachers' feedback. Lesson observations by school leaders demonstrate that teachers are beginning to make better use of questioning to deepen pupils' thinking.

Governors have been galvanised by the last inspection. They have improved their understanding of achievement data and how this can be used to assess the quality and impact of teaching. They have undertaken a self-evaluation audit, as part of a commissioned external review of governance. This review is due to be finalised this term. They are committed to further developing their skills, in response to the review's findings. They have demonstrated a clear focus on in setting higher expectations for the school. They have a good understanding of the aspects of the school which are improving and which need additional attention.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school is benefitting from increased support from the local authority. This has included governor training and making appropriate arrangements for the external review of governance. The local authority is providing greater challenge to the school and is helpfully tracking the school's progress in addressing the areas identified for improvement.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hounslow.

Yours sincerely

Russell Bennett  
**Her Majesty's Inspector**