

# Southville Infant and Nursery School

Bedfont Lane, Feltham, Middlesex, TW149NP

**Inspection dates** 11–12 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders at all levels have made sure that the good teaching and achievement seen in the previous inspection have been built upon.
- They have improved systems for recording and analysing pupils' progress in the Early Years Foundations Stage. Provision in this phase has got better and is now good.
- Leaders have been rigorous in addressing poor attendance so that attendance levels are now similar to those in other schools.
- Staff are committed to the leaders' vision for high achievement. They work hard and reflect over their own practice.
- Pupils feel safe, enjoy school and have positive attitudes to learning.
- They are supported effectively to behave well. Leaders are proactive in ensuring that vulnerable pupils are protected from harm.
- Pupils make good progress during their time in the school. They leave with skills which are better than other pupils' nationally.
- Governors hold senior leaders to account very well. They ask searching questions and ensure that leaders are focused on closing the gap between disadvantaged pupils and other pupils nationally.
- Leaders work very well with other schools to ensure that arrangements for Year 2 pupils moving on to junior school are smooth and information about how well they are doing is accurate.
- They involve parents in their children's learning and help them to support their children.
- Parents are confident in recommending the school to others because they believe that their children receive a good education.
- The school has been well supported by the local authority to improve the quality of teaching.

### It is not yet an outstanding school because:

- Leaders do not check closely enough on the full range of support provided to disadvantaged pupils to see if it is having the biggest possible impact.
- Teachers do not have enough opportunities to see best practice and learn from it in the school and beyond.
- Teachers sometimes do not check on pupils' learning quickly enough so do not move them on as soon as possible.
- Pupils are not always guided as clearly as they could be in the marking of their work and they do not always act on comments to improve their work.

## Information about this inspection

- The inspectors observed learning in all classes. Four visits to lessons were conducted jointly with senior leaders.
- The inspectors also looked at pupils’ work in lessons and separately with senior leaders.
- Meetings were held with leaders, with representatives from the governing body and with a representative from the local authority.
- The inspectors listened to pupils read and talked to them about their learning. They held discussions with pupils in formal meetings, in lessons and at other times of the day.
- Staff responses to a questionnaire were scrutinised and the 10 responses from parents and carers to the online Parent View survey were considered. The inspectors also considered the 98 responses to the school’s own parent survey and sought parents’ and carers’ views while they were at the school.
- The school’s own attainment and progress information for this academic year and last year was scrutinised in addition to published information on pupils’ achievement. Summary evaluations of school performance and school development plans, as well as subject planning documents were examined.
- Records relating to pupils’ safety and welfare, including security checks on staff, were also examined. Behaviour logs and attendance records were scrutinised.

## Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Gill Bosschaert

Additional Inspector

Mary Kilcooley

Additional Inspector

## Full report

### Information about this school

- Southville Infant and Nursery School is larger than the average-sized primary school.
- The early years consists of a Nursery and three Reception classes. Children start in the Nursery part time and progress to full-time attendance.
- The proportion of disadvantaged pupils who receive support through the pupil premium is above the national average. This is extra money provided by the government for pupils who are known to be eligible for free school meals and children who are looked after. About one third of pupils are eligible for this additional funding, compared with a national figure of about a quarter.
- The proportion of disabled pupils and those with special educational needs is slightly higher than the national average, with about one fifth of pupils falling into this category.
- A very small number of pupils attend off-site provision at Cardinal Road Infant and Nursery School, where they receive specialist speech and language support, part time.
- The school has an ethnically diverse population. The largest group of pupils are of White British heritage. They make up about one third of pupils, which is about half of the proportion found in other schools nationally. Other sizeable groups are from Other White, Indian and Any other ethnic backgrounds. The proportion of pupils who speak English as an additional language is three times the national average.
- There have been recent changes to the leadership structure of the school with a newly appointed Key Stage 1 leader and a new early years leader.

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

- Raise the quality of teaching to outstanding, so that the attainment of pupils, including disadvantaged pupils, continues to rise, by making sure that:
  - teachers check to see if pupils need more of a challenge during lessons so that they are moved on when they are ready and do not become restless
  - pupils are given consistently high-quality guidance in books and they act on this.
- Strengthen leadership and management by ensuring that:
  - they check on the impact of the full range of support provided for eligible pupils to ensure it is making as big a difference as it can
  - leaders provide teachers with even more opportunities to see features of best practice in the school and beyond so that pupils' achievement and behaviour become outstanding.

## Inspection judgements

### The leadership and management are good

- Senior leaders have a clear and ambitious vision for raising pupils' achievement. They have gained the support of all staff who are committed to pupils' good achievement.
- A culture of hard work, orderliness and courtesy is shared among staff. Staff are reflective and keen to develop their skills further through training.
- Leaders at all levels, including phase and subject leaders, carry out regular checks on teaching in lessons. These have ensured that the good quality of teaching and good achievement seen at the previous inspection have been built upon.
- The leader responsible has worked tirelessly to ensure that disabled pupils and those with special educational needs get the right support. Good checks on the quality of this support mean that this is having a strong impact on pupils' learning.
- Leaders make good use of highly skilled parent support advisors to liaise with parents and provide tailored help. This is combined with other meetings and workshops for parents. All of these ensure that parents, including those of the very few pupils who attend off-site provision part time, are kept well informed about and are involved in their children's learning. As a result, parents are confident in recommending the school to others because they believe their children receive a good education.
- Leaders have a clear oversight of the progress of pupils in school and of those off site. They make regular checks on this and hold termly progress review meetings with staff to ensure that appropriate support is put in place, where needed.
- Careful consideration has been given to the support provided to disadvantaged pupils, so that it meets their needs. Good checks on some of this support have ensured that gaps between these pupils and other pupils are closing. However the full range of support provided to these pupils is not checked closely enough to ensure it is having as big an impact as possible. As a result, while gaps between these pupils and other pupils are closing, progress has yet to accelerate even further, enabling those with low starting points to catch up with other pupils nationally.
- Phase and subject leaders know the areas over which they have responsibility well. They carry out regular checks on learning through visits to classes and by looking at pupils' work in books. They demonstrate lessons as well as provide training for staff. Greater opportunities to see best practice, both within the school and beyond, are planned to help raise the quality of teaching and accelerate pupils' progress further.
- Despite being new to the role, the early years leader has quickly gained the support of her team, who all share a common vision for children to succeed. Systems for recording and analysing the progress children make in Nursery and Reception have improved. Provision in this phase is now good.
- Wellthought-out plans for topics ensure that pupils learn a broad and balanced range of subjects, which build effectively on pupils' prior learning and skills. Pupils are prepared well for life in modern Britain through this and as a result of assemblies, the school values system and school rules. They understand about different religions and know right from wrong.
- Sports funding has been used well to provide training for staff, develop Year 2 play leaders, provide tennis coaching for pupils and more opportunities to participate in clubs and inter-school tournaments. Leaders' evaluations indicate that the funding is improving pupils' motivation levels, health and participation in sport. Pupils speak with great excitement about basketball, football and golf clubs that they attend.
- Leaders are rigorous in ensuring that pupils, including the very few who attend off-site provision, attend school regularly. They have effectively tackled the poor attendance noted in the previous inspection, so that pupils' attendance has risen. They have a zero tolerance towards lack of punctuality. As a result, pupils arrive on time to lessons.
- There are clearly understood systems for recording and managing pupils' behaviour. Leaders check pupils' behaviour well, including the behaviour of the very few who attend off-site provision. As a result, pupils are supported effectively through tailored help and through the values system and school rules to behave well.
- Strong partnerships with other schools ensure that arrangements for pupils moving on to junior school are smooth. They also help to ensure accuracy of the levels pupils reach at the end of Key Stage 1.
- Leaders promote equality of opportunity well. Appropriate steps are taken to tackle discrimination and foster good relations between pupils. Pupils know that derogatory language and behaviour are not to be tolerated.
- The local authority has provided effective support in improving the quality of teaching and ensuring that information on children's skills and understanding in the Early Years Foundation Stage is accurate.

### ■ The governance of the school:

- Governors are ambitious for pupils and hold senior leaders to account effectively. They have an accurate view of the quality of teaching in the school. They meet regularly and are active in visiting the school. They make good use of the skills of new governors to have a strong understanding about pupils' achievement. Governors ask searching questions, for example about the support provided to disabled pupils and those with special educational needs. They scrutinise closely the way that additional funding is being used to ensure that gaps between disadvantaged pupils and their peers are closing.
- They oversee the management of teachers' performance with diligence and ensure that challenging targets are set and the right priorities are being addressed in the school. There is clear correlation between staff progression up the salary scale, their performance and its positive impact on pupils' achievement.
- They ensure that appropriate employment checks are in place and staff and governors are well trained. Safeguarding procedures and systems meet requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils, including the very few who attend off-site provision, is good.
- Pupils have positive attitudes to learning and are supported effectively in lessons to behave well. Only occasionally when they are not moved on in their learning quickly enough do pupils become distracted.
- Pupils know the difference between right and wrong. They can talk about the behaviour rules and values system in the school. This encourages, among other things, respect.
- Pupils report that behaviour in school is good. They say it is not better than this because in the playground a few pupils can sometimes get a bit rough.
- Observations at break indicate that the vast majority of pupils are considerate of one another and play happily together. When pupils are well engaged in an activity such as sport they behave very well, but if adults do not check on pupils quickly enough, one or two can become restless.
- Logs of behaviour also indicate that behaviour is good rather than outstanding.

### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep safe when walking to school, when playing in wet conditions and in the event of a fire.
- Teachers use 'worry boxes' for pupils to leave a message about any concerns and 'circle times' to prompt class discussions about particular issues effectively. These were cited by some pupils as helping them to feel safe.
- Pupils understand what bullying is and know about different types of bullying such as physical and name calling. They say any rare occurrences are sorted out and that both their friends and staff take good care of them.
- Parents who responded to the online and school survey overwhelmingly agree that pupils, including the very few who attend off-site provision part time, are kept safe and are looked after well.

## The quality of teaching is good

- Good teaching supports pupils' learning well. Some pupils also benefit from a tailored programme of additional help.
- Classrooms are well organised and orderly. Pupils show good attitudes to learning, as a result of well-established routines and clear expectations communicated by teachers. Pupils' achievements are celebrated well through displays of work and justified praise in lessons.
- Reading is taught well as part of a set programme of study relating to pupils' understanding of letters and sounds and their reading competency. This is complemented by 'Book Worm Club', where pupils choose their own reading books based on their interests. This helps to develop pupils' enjoyment of reading. Pupils have regular opportunities to read in school in English lessons and across subjects, and at home.
- Pupils have extensive opportunities to write across subjects both in class and for homework. With a clear focus on spelling and grammar, as well as creative writing, pupils' skills develop well over time.
- The teaching of mathematics in lessons is combined effectively with 'talking homework' so that pupils not only learn mathematics but also talk about their learning with their parents. Alongside online homework,

this teaching enables pupils to achieve well over time.

- Pupils are provided with good guidance through, for example, targets at the front of their books, which help them to understand their next steps in learning.
- Teachers make clear for pupils what they are learning. They use information on how well they are doing to tell pupils of different abilities how they can be successful in their learning. The work set for pupils usually builds well on prior understanding and knowledge. Occasionally teachers and other adults do not check to see if pupils need more challenging work. As a result, learning slows for a few pupils and they can become restless.
- Pupils' work is marked regularly and guidance is often provided about how they can improve. Where learning is most successful this guidance is of high quality and pupils act on comments from teachers. Sometimes guidance is not clear enough for pupils or pupils do not act on comments to improve their skills. As a result their progress is not rapid.

### **The achievement of pupils** is good

- The majority of children enter Nursery with skills which are below children of a similar age. A small minority, including the very few who attend off-site provision, enter with skills which are weaker. They make good and sometimes rapid progress over time and leave at the end of Year 2 with attainment which is just above average overall.
- Any other White, Indian and Any other ethnic pupils left in 2013 and 2014 with standards which were above those of similar pupils nationally. Although White British pupils left with standards which were in line with national averages in these years, they made good progress in their time in the school.
- Disadvantaged pupils often enter the school with low starting points, up to two years behind other children. Over time, they make at least good and sometimes rapid progress. Gaps in attainment between them and other pupils nationally close, so that when they leave they are usually no more than two terms behind in English and mathematics.
- Leaders recognise there is more work to be done to ensure that attainment continues to rise and gaps between eligible pupils and other pupils close even further.
- Disabled pupils and those with special educational needs are supported effectively in class and through an additional programme of tailored help, so that they make good and sometimes rapid progress. Work in books indicates that over time they move from simple ordering of numbers and basic addition sums to applying their skills to money problems, for example.
- More-able pupils are helped through clear steps to success to make good progress in lessons. School information shows that their progress is good. Work in books, for example, shows that these pupils make good gains in learning over time, developing their vocabulary and control over language. Occasionally, when teachers do not check to see if further challenge is needed, progress for these pupils slows.
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- Pupils who speak English as an additional language often make rapid progress because the support provided to them in lessons and through partnership work with parents and carers is good. They leave Year 2 with skills and knowledge which are much better than those of similar pupils nationally, and better than those of other pupils nationally.
- The school has worked hard to increase the proportion of pupils attaining the higher level (Level 3) at the age of seven. Current school information indicates that this is increasing in reading, writing and mathematics.
- Pupils' performance in the Year 1 phonics check improved considerably in 2014. The percentage who reached the expected standard almost doubled. School leaders anticipate that there will be further improvement this year.

### **The early years provision** is good

- When the majority of children enter Nursery their skills are below children of a similar age. About a quarter of them enter with skills which are up to two years behind those of other children in managing feelings, speaking and number. About 20 children who have not attended the school's Nursery join Reception classes.
- During their time in the Early Years Foundation Stage all children make good progress. Those who start behind others catch up quickly.

- Disadvantaged children make rapid progress in Reception classes, in particular, so that when they enter Year 1 they are almost all well prepared for this year.
- The proportion of children achieving a good level of development increased in 2014 so that it was closer to the national figure. The school has set itself a target of raising this further.
- When children enter Year 1, almost half have reached the early learning goals and are ready for learning in Key Stage 1.
- The systems in place to record and measure progress have improved since the previous inspection. Well-kept learning journals (books with records of children's activities) show the range of skills that children learn. There is clear evidence of parental involvement in checks on what children know and can do when they join. The early years staff make home visits prior to the children starting school. Alongside validation from the local authority, these have ensured that children's initial assessments are accurate. Further work with the local authority has ensured that staff judgements about children's skills when they leave Reception are also accurate.
- Staff support children effectively to behave well both indoors and outdoors.
- Teaching is good. Children have good opportunities to make choices and work independently. They socialise well together and participate in a range of activities which promote their ability to communicate, develop physically and learn about shape and size, for example. Sometimes, children are left too long before adults check to see if they need more of a challenge. This means that children do not make outstanding progress.
- The early years leader has been very successful in gaining the support of her whole team. She has a clear understanding of this phase of the school and recognises its strengths and areas for development. Leaders understand that, for example, an emphasis on specific skills (writing and mathematics) in Nursery is a priority.
- Children are kept safe as a result of appropriate employment checks, first-aid training for staff and a secure and well-supervised outdoor area.

## 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

<b>Unique reference number</b>	102498
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	448709

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Chalke
<b>Headteacher</b>	Joanne Lacey
<b>Date of previous school inspection</b>	11–12 February 2010
<b>Telephone number</b>	020 88906 745
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