

# Berrymede Junior School

Osborne Road, Acton, London, W3 8SJ

## Inspection dates

21–22 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. Over time, they make at least good progress in reading, writing and mathematics.
- Attainment is on an upward path with pupils in Year 6 on track to attain at least in line with others nationally this year.
- Disadvantaged pupils achieve very well over time.
- The vast majority of pupils have excellent attitudes to learning and are keen to do well. They take great pride in their achievements.
- Pupils conduct themselves well at different times of the day. They are mature and polite, showing respect for others and for the school environment.
- Leaders are ambitious for pupils and set challenging targets for their achievement. They are good role models for staff and pupils in their conduct and courtesy.
- The headteacher is extremely well regarded by the local community and contributes effectively to improvements in other schools.
- Staff are wholly committed to leaders' ambitions and they are proud to work at the school.
- British values of tolerance, democracy and the rule of law are very well promoted. Pupils fully understand the consequences of their actions.
- Leaders' checks on the quality of teaching and pupils' achievement ensure that previous strong performance has been built upon.
- Pupils who join the school other than at usual times settle very well into school life.
- Parents speak highly of the school and of staff. Leaders engage extremely well with parents.
- Pupils feel safe and are effectively helped to keep safe and secure. They recognise that staff take great care of them.
- Pupils achieve exceptionally well in sport and have excellent opportunities to develop interests outside the classroom. Their spiritual, moral, social and cultural development is extremely well promoted.
- Governors have a good understanding of the school. They ask searching questions of leaders, holding staff to account for pupils' achievement well and tackling underperformance where necessary.

### It is not yet an outstanding school because

- Teachers sometimes set work which is either too easy or too hard, so a few pupils become distracted in lessons and their learning slows as a result.
- Pupils who join the school other than at usual times and the most-able pupils do not achieve as well as they should, the latter particularly in attaining the higher levels.
- Feedback given by teachers is not of a consistently high quality and pupils do not routinely act on comments in marked work to make the progress they could.
- Subject leaders do not have a consistently strong understanding of how to use progress and attainment information rigorously to drive up achievement.

## Information about this inspection

- Inspectors observed teaching and learning in 20 lessons and parts of lessons. They observed learning in all classes. This included in English, mathematics, art, history, personal and social education lessons, and in Latin club. They looked at pupils' work in lessons and separately with a senior leader.
- Inspectors listened to pupils reading and held discussions with pupils in formal meetings and at informal times of the day. They observed pupils at break and lunchtimes, and in assembly.
- Inspectors met with senior leaders, subject and key stage leaders, and those responsible for special educational needs and child protection. They also met with representatives from the local authority and the governing body.
- The 23 responses from parents to the online Parent View survey and comments made to inspectors by parents during the inspection were considered. The school's own parent survey was also scrutinised and staff responses to a questionnaire were analysed.
- Inspectors also looked at a range of documentation. This included information relating to the attainment and progress of pupils in each year group, other groups and individual pupils across the school; information about the monitoring of teaching and the management of staff performance; school development plans; a school self-evaluation summary; and information provided on the school's website.
- Behaviour logs and safeguarding information were also considered.

## Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Kewal Goel

Additional Inspector

Bronwyn Mabey

Additional Inspector

## Full report

### Information about this school

- Berrymede Junior School is larger than the average-sized primary school.
- The school is housed in two buildings on either side of a small pedestrianised road.
- The school has accommodated four classes from Berrymede Infant School for the last year, providing four rooms and access to playgrounds, as well as the kitchen. Over fifteen members of staff from the infant school are currently located on the junior school site.
- There are more than twice as many pupils eligible for pupil premium funding in the school than that found nationally.
- The proportion of disabled pupils and those with special educational needs is also above average.
- Pupils who attend the school come from a wide range of ethnic heritages. The proportion of pupils who come from minority ethnic backgrounds is much larger than in other schools. Many pupils speak English as an additional language, although only a very small minority are at an early stage of learning English. The proportion of pupils who speak English as an additional language is four times that found in other schools.
- In 2012/13, there were significant changes to staffing with 11 members of staff taking extended leave.
- There has been a restructuring of leadership recently. A new deputy headteacher joined the school and another member of staff took up a leadership role related to reading this academic year.
- The headteacher is a local leader of education. Along with other leaders in the school, she has, until this year, supported local schools.
- In 2013/14, there was a significant increase in the proportion of pupils joining the school other than at the usual time of beginning Year 3. This pattern of increased pupils joining the school other than at the usual times has continued this year, with 80 new pupils joining the school in a range of year groups.
- The school works closely with over twenty schools internationally and has achieved a wide range of external accreditations.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise the quality of teaching to outstanding so that pupils are fully engaged in accelerating their progress by making sure that:
  - best teaching practices are shared so that teachers routinely set work for pupils in class and for doing at home which is neither too hard nor too easy
  - feedback given to pupils in marked work is of a consistently high quality and pupils act on comments to improve their work.
- Strengthen leadership and management by ensuring that:
  - subject leaders use attainment and progress information consistently well to close gaps in pupils' learning quickly, including for those who join the school other than at usual times and who have additional learning needs
  - improvements in teaching bring about an increase in the proportion of pupils attaining at the higher levels.

## Inspection judgements

### The leadership and management are good

- Leaders are good role models for staff and pupils in their conduct and courtesy. They have created a culture of high expectations and aspirations for pupils, which is supported by staff.
  - The challenging targets set by senior leaders, including governors, are helping to raise attainment at the school.
  - Leaders at all levels keep regular checks on teaching and achievement, and these have ensured that the vast majority of pupils make at least good, and sometimes rapid, progress.
  - Leaders recognise the need to improve progress particularly in reading for pupils who join other than at usual times, some of whom have additional learning needs. They also know the importance of raising the proportion of pupils who attain at the higher levels.
  - Excellent partnership work between the school and local and international schools, as well as with other organisations, has ensured that pupils benefit from a wide range of opportunities. These have helped pupils to develop their understanding of, for example, computer coding and to promote pupils' cultural development and sporting achievement.
  - Leaders work very well with support agencies to ensure that any barriers to the learning of vulnerable pupils are overcome and to ensure that these pupils are protected from harm. The school has a reputation in the local area as a 'safe haven' for pupils who come from challenging circumstances.
  - Middle leaders have a clear understanding of strengths and weaknesses within their areas. Subject leaders recognise that there is room for development in the way that they use attainment and progress information for different groups of pupils in all year groups to raise achievement.
  - Pupil premium funding is used extremely well, for example to provide additional academic support for disadvantaged pupils, to promote their confidence, sporting and musical achievement, and to help pupils settle into school life. This expenditure makes a huge difference to eligible pupils' learning with disadvantaged pupils typically making good, and often rapid, progress. They attain at least as well as their peers, and increasingly closer to that of other pupils nationally.
  - Berrymede is a happy, friendly and inclusive school where the confidence of pupils, regardless of their backgrounds, is fostered and their personal and academic development is promoted well.
  - Equality of opportunity is promoted well; pupils are confident that discrimination of any kind is not tolerated.
  - The local authority holds senior leaders in high regard. The headteacher has worked closely with the local authority, drawing on and sharing strong practice. As a school judged to be good with strong leadership and management, there has been little need for support from the local authority. The support that has been provided has helped to validate leaders' evaluations of school performance and supported them to raise the level of challenge to improve pupils' achievement.
  - Parents value the work of the school and, in particular, that of the headteacher. Leaders engage well with parents who find staff approachable and have no hesitation in recommending the school to others.
  - British values of tolerance, democracy and the rule of law are very well promoted by the school. Pupils' social, moral and cultural development is actively promoted through debates, pupils' participation in school council and opportunities to take on responsibilities, as well as through assemblies, personal and social development lessons and the school's 'restorative justice' system. As a result, pupils fully understand the consequences of their actions; they discuss relevant subjects linked to local and world events, including extremism and radicalisation. They understand well the wide range of faiths and cultures found in modern Britain and advocate the need for tolerance and acceptance.
  - Leaders plan effectively for subjects linked to themes to ensure breadth and balance. There is a vast range of opportunities for pupils to enrich their learning through extra-curricular clubs and links with other schools and organisations. Pupils speak enthusiastically about art, sports and music which help to promote their spiritual and cultural development extremely well.
- **The governance of the school:**
- Governors set ambitious targets for pupils' achievement. They have a good understanding of the quality of teaching and achievement in the school, and are well informed by senior leaders.
  - The wide range of skills offered by governors is an asset. This, for example, has ensured that financial resources, including the use of pupil premium funding, are well managed and have a positive impact on pupils' achievement.
  - Governors oversee the use of sports funding well. They understand how this money is used, for

example to provide more opportunities for sports clubs, greater training for staff and extended opportunities for pupils to participate in a wider range of competitive sports. They evaluate the impact of this funding well and ensure it has a very positive impact on pupils' health, well-being and sporting achievement.

- Governors have a clear understanding about the strengths and weaknesses in teaching and achievement at the school. They ask searching questions about, for example, achievement and teaching in mathematics.
- The governing body knows what is done to tackle underperformance and has a growing understanding of how teachers' performance and salary progression are related.
- Governors ensure that statutory safeguarding requirements are met.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good.
- Pupils conduct themselves well in lessons and at different times of the day. They are polite and respectful to staff and to one another.
- They have excellent attitudes to learning which enable them to achieve well. Occasionally, when work is not set at the right level, a few pupils do not engage as well as possible, becoming distracted.
- Pupils are proud of their achievements and present their work neatly.
- Pupils arrive promptly to lessons and they attend school regularly. Attendance has improved this year in particular.
- Pupils reported that occasionally during break or lunchtimes, arguments, for example over football, sometimes occur. Inspectors found that the vast majority of pupils behave well, socialising and integrating cohesively.
- Logs of behaviour and the school's analysis of behaviour over time indicate that pupils' behaviour is good. The school is in a transitional period between two different recording systems for behaviour. It is anticipated that the new computerised system will help to ensure greater consistency in recording and enable staff to keep even better informed about pupils' behaviour, attendance and achievement.
- Both staff and parents indicated that behaviour at the school is good.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding about how to keep safe when walking to school, when using public transport or when using the internet.
- Pupils know about different forms of bullying such as verbal, physical, racist and homophobic bullying. They indicated that the few reported incidents are effectively handled by the school. They are confident that any derogatory comments made by pupils would be addressed by staff.
- Pupils said that staff take great care of them and they are confident about the security and safety of the school site.
- Staff are trained in keeping pupils safe and arrangements across the two school buildings ensure that pupils are kept safe.
- Parents and staff said that pupils are kept safe at the school.

## **The quality of teaching** is good

- Teachers are committed and hard-working. They share leaders' ambitions for pupils' high achievement.
- Teachers have good subject knowledge and support pupils well in lessons through effective questioning which reinforces and deepens pupils' knowledge and understanding.
- Pupils' positive attitudes to learning, alongside productive working relationships with staff, enable them to achieve well over time. The teaching of reading has improved this year. This comes as a result of a concerted effort to widen the range of quality books available to pupils and to ensure a more consistent approach to guided reading sessions for pupils.
- Good teaching of reading, writing and mathematics supports the good progress of pupils. A thematic approach to subjects enables teachers to provide pupils with opportunities to write for a wide range of

different purposes and to apply their literacy and numeracy skills across subjects. For example, in a personal and social development lesson in Year 6, pupils developed their debating skills through a discussion about extremism and recent events around the world. In a Year 3 numeracy lesson, pupils learnt about symmetry linked to their studies of stained glass windows and their history topic, making good gains in their learning.

- Teachers use technology effectively to engage pupils well. Pupils in Year 4 were keen to research information about Anne Boleyn, using tablet computers, and individual pupils reported with excitement about how they had learned to compose music using computer coding. Pupils' good learning in lessons is complemented by enrichment opportunities outside of lessons, such as through Latin club. Here, a range of pupils read fluently and with confidence, showing excellent understanding as a result of exceptional guidance and support from their teacher.
- Pupils are taught in ability groups for literacy and numeracy. Although most teachers set work in class and for homework which is at the right level, occasionally, teachers either set work which is too hard or too easy. This slows learning for a few pupils who become distracted in lessons as a result.
- Pupils' work is well celebrated, with their art and writing on display. Pupils' excellent knowledge and understanding of the play *'Macbeth'* were seen in one Year 6 class, where pupils had successfully explored who was to blame for the tragedy in the play.
- Teachers mark pupils' work regularly. They support pupils' learning effectively through helpful feedback and prompts for learning on walls. However, the quality of feedback in pupils' marked work is not of a consistently high quality and pupils do not routinely act on comments to improve work. Leaders are keen to share the best practices in teaching more in order to raise pupils' achievement further.

### The achievement of pupils is good

- Pupils from a wide range of ethnic heritages make good progress across the school, from their different starting points.
- In the past, pupils have entered the school with low attainment. Those who have been at the school for some time leave with skills in mathematics which are at least average, and in reading and writing which are closer to average than when they started at the school.
- Pupils' attainment is on a steady path upwards with current Year 6 pupils, who have been at the school for some time, on track to leave the school with better skill levels than their predecessors.
- Pupils who enter the school other than at usual times make good progress but their very low attainment on entry to the school limits the level of skills they have when they leave the school. This accounts for 20% of Year 6 pupils this year. Leaders recognise that these pupils need to make even better progress for gaps in learning to be addressed and for their attainment to rise to national levels.
- Although the few most-able pupils in 2013/14 did not make as much progress as possible, current school data show that the most-able pupils generally make good progress across year groups. Leaders are keen to increase the proportion of pupils who attain the higher levels in English and mathematics.
- The large number of pupils who speak English as an additional language are very well supported through a carefully planned induction period and specific teaching. This helps their speaking skills in particular to develop quickly. Over time, they make good progress and attain well.
- Disabled pupils and those with special educational needs generally make good progress. However, a small number of pupils, some of whom join the school other than at usual times, do not make as much progress as they should because work set in lessons is not at the right level for them.
- Disadvantaged pupils make at least good progress, typically leaving the school with skills which are closer to other pupils nationally than when they started at the school. Although the gap between disadvantaged pupils and other pupils nationally was slightly wider in 2014 than in 2013, disadvantaged pupils this year are on track to leave Year 6 with skills which are at least in line with others nationally in writing and mathematics and, at most, one term behind in reading.
- Work in pupils' books indicates that, over time, they make good gains in their learning and knowledge. For example, pupils' writing this year has improved in terms of legibility, structure and vocabulary, and pupils' ability to tackle increasingly complex word problems in mathematics has also improved.

## 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>	101866
<b>Local authority</b>	Ealing
<b>Inspection number</b>	453251

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Gerry Leversha
<b>Headteacher</b>	Lubna Khan
<b>Date of previous school inspection</b>	4–5 June 2008
<b>Telephone number</b>	020 8993 9063
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