

Springwell Junior School

Vicarage Farm Road, Heston, Hounslow, Middlesex, TW5 0AG

Inspection dates 30 June–1 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- The headteacher provides clear leadership and is well supported by her leadership team. This has resulted in good teaching and improved achievement for all pupils.
- Teachers plan work carefully and work to adapt lessons to meet the needs of pupils.
- Pupils are polite and their behaviour is good. They are friendly towards each other, feel safe and mix well as a school community. They take pride in their learning and understand what is meant to 'aspire, create and achieve'.
- The use of primary sport premium (additional funding to spend on sport) allows the school to offer a range of extra-curricular activities. These activities are led by skilled staff and are a popular choice for many pupils.
- Pupils achieve well and make good progress. By the time pupils leave Year 6, their standards are above average. Pupils' highest achievement is in reading and mathematics.
- Disadvantaged pupils and those who are disabled or who have special educational needs make good progress.
- Governors understand their role in supporting the school. They know what the school needs to do to improve further and understand the school's strengths. Governors fulfil their statutory duties, closely monitor pupil achievement and ensure the school works to keep pupils safe.
- The pupil premium (additional funding for disadvantaged pupils) is used effectively. The school is working well with pupils and their families to ensure disadvantaged pupils make good progress.

It is not yet an outstanding school because

- The proportion of pupils gaining the highest levels of attainment is not as high as it could be.
- Sometimes pupils lose interest in lessons, preventing them from learning quickly.
- Teaching does not always challenge pupils to develop their own thinking and understanding. At times, teachers over-anticipate the level of guidance the more able pupils require.
- Leaders' actions do not always focus sharply enough on the impact they should have on pupils' achievement.

Information about this inspection

- Inspectors observed in 13 lessons, of which many were joint observations with members of the leadership team. In addition, inspectors made a number of other short visits to lessons.
- Inspectors met with two groups of pupils from all year groups and listened to pupils read. A scrutiny of pupils' exercise books was undertaken.
- Inspectors observed other aspects of the school's work. This included guided reading, the Year 6 performance, the morning 'soft start' and extra-curricular activities.
- Discussions took place with the headteacher, senior and middle leaders and various members of staff. Inspectors spoke informally with pupils at break and lunch times, before school, during extra-curricular activities and within lessons.
- Meetings were held with the school leadership team, including the headteacher, the deputy headteacher and assistant headteachers. Further meetings were held with middle leaders, the Chair of Governors and Vice-Chair of the Governing Body, and a representative of the local authority.
- Inspectors took account of 18 responses to the online parent questionnaire, Parent View, and spoke with parents.
- Inspectors analysed 22 questionnaire responses from staff.
- Inspectors reviewed a range of documentation including; the school's information relating to pupils' achievement, the school's evaluation of areas of strength and areas for development, planning documentation, records relating to behaviour and attendance, checks on the quality of teaching, policy documents and those documents relating to maintaining the safety of staff and pupils.
- The inspectors also viewed the school's website.

Inspection team

John Lambern, Lead inspector

Her Majesty's Inspector

Noureddin Khassal

Additional Inspector

Joanna Franklin

Additional Inspector

Full report

Information about this school

- Springwell Junior is a larger-than-average-sized junior school.
- The majority of pupils belong to ethnic groups other than White British. Just under a half of pupils are from Indian families. One in five pupils is from a Pakistani background. One in 10 is of Black African heritage.
- Nine out of every 10 pupils do not speak English as their first language, which is well above average. Few of these pupils join the school at an early stage of learning English.
- The proportion of pupils who are disabled or who have special educational needs are supported on school action, is below average.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals) is below the national average. There are no looked after or service children at the school.
- Since the last inspection, there has been a relatively high turnover of staff, with some experienced staff leaving and less experienced staff appointed. Two teachers new to the profession were appointed in September 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has achieved the Artsmark Gold Award and the Third Millennium Learning Award.

What does the school need to do to improve further?

- Leaders should sharpen their actions precisely to impact on pupils' achievement.
- Teaching should ensure that pupils reach the highest levels of attainment by:
 - providing the most able pupils with the opportunities to extend their learning, without over-directed support or unnecessary prompting.

Inspection judgements

The leadership and management are good

- The headteacher and her leadership team have made significant improvements since the previous inspection. The changes have impacted well on pupil progress and attainment. The school's approach to identifying areas of strengths and areas for development is clear. Leaders understand that all pupils should reach similar standards in all aspects of learning.
- Leaders make accurate decisions about what the school needs to do to improve further. However, although development plans do not always target improvements in pupils' achievement, the proportion of pupils reaching higher levels in English and mathematics have increased. Leaders monitor disadvantaged pupils to ensure that their progress is similar to other pupils. Consequently, a higher proportion of disadvantaged pupils achieve beyond national expectations.
- The pupil premium has been used effectively to develop a reading programme across the school. This programme has enabled the appointment of learning support assistants to target disadvantaged pupils and improve their reading.
- All pupils follow an accelerated reading programme. This has improved the reading ages of disadvantaged pupils and many make good progress.
- Additional use of the pupil premium provides literacy and numeracy catch up sessions for disadvantaged pupils who do not progress as quickly as others. This successfully improves their writing and mathematics skills.
- The school uses the sport premium to ensure that skilled staff provide extra-curricular sporting activities. These are delivered to develop pupils' practical skills and promote healthy lifestyles. Consequently, pupils perform well in gymnastics and dance.
- Middle leaders work closely to develop teachers' skills. Performance management is provided through the use of observations, scrutiny of pupils' work and discussions with leaders. The headteacher meets with all teachers to discuss the progress that pupils make.
- The curriculum has been strengthened. Pupils' good behaviour and spiritual, moral, social and cultural development is promoted. They learn about different faiths and cultures and consider morals, tolerance and respect within personal and social education.
- Pupils are encouraged to develop their academic, technical and sporting excellence. The 'school museum' is used to display successful work in design and technology, art and science.
- Leaders ensure that topics such as exploring modern Britain, cultural diversity and anti-bullying are clearly presented.
- Pupils' vibrant and colourful displays raise aspirations and illustrate significant work undertaken with the community.
- The statutory arrangements for safer recruitment and child protection are thorough. The school is quick to identify any child at risk of harm and engages with parents appropriately.

■ The governance of the school:

- The governing body provides a good level of challenge and support to the school. Governors are well trained and have a clear understanding of the information used to monitor pupil performance. Both the Chair and Vice-Chair understand their role in the performance management of the headteacher and her staff. They set targets accordingly.
- The Chair and Vice-Chair have undertaken training so they can monitor staff and pupil safety. Governors regularly check safety procedures.
- The governing body fulfils its statutory duties and hold the school to account. The headteacher provides financial reports on the use of all government funding, including the primary sport premium and pupil premium.
- Governors are supported through local authority training about monitoring schools. They clearly understand the vision of the headteacher and focus their priorities on pupil achievement.
- The local authority has maintained close links with the school since the previous inspection. They have provided support to help the school improve by checking plans and with self-review. Staff and governors have attended local authority training on safeguarding, health and safety and pupil performance. Consequently, the school is now able to manage itself effectively.

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

- The behaviour of pupils is good. Pupils take pride in their learning and keep their exercise books neat and tidy. They respond to teachers and work well with them. Pupils work without disruption, either when in pairs or in whole groups. This allows them to progress well in lessons.
- Pupils are well prepared for lessons; they have the correct equipment for writing and wear appropriate clothing for practical activity.
- Pupils are respectful to visitors and talk enthusiastically about their learning. They take pride in their work displays in corridors and the 'school museum'.
- Parents speak positively about the school's work to improve pupils' reading skills. They indicate that their children are both happy and safe. A high majority of parents confirmed they would recommend the school.
- Pupils who met with inspectors were quick to state that they 'do not tolerate bullying here'. All pupils confirmed that the school has a clear policy for behaviour and this includes anti-bullying. Pupils explained that on rare occasions pupils might be involved in 'rough and tumble' at break, but the school monitors are quick to respond.
- Pupils have good awareness of different forms of bullying. They have lessons that include the themes of anti-bullying and cyber bullying. Pupils are aware of homophobic bullying and the misuse of the word 'gay'. There is a positive ethos around the school.
- Pupils of all years play well together at break and lunch times. There are very few incidents of poor behaviour and exclusions are extremely rare. Pupils talk of the school improving behaviour over time and recognise the role of house captains in supporting the school community.
- Pupils are enthusiastic about coming to school. They attend well and very few pupils are late. Attendance levels of the school are high, despite a very small number of pupils being persistently absent.
- Leaders ensure that non-attendance is swiftly followed up and that both accidents and incidents are carefully recorded. However, a deeper analysis from record keeping is not often undertaken.

Safety

- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep themselves safe. They know how to safely search the internet and how to protect their personal information when using social media.
- The site is clean, well maintained and litter free. Pupils appreciate the systems that are in place to keep the school site locked and secure during the day. The site manager undertakes regular health and safety inspections with the Chair of the Governing Body and risks are effectively managed.
- Pupils, parents and staff agree that the school is calm and that bullying is rare. The school promotes an anti-gang culture and addresses issues of radicalisation and discrimination. Thus, pupils say they feel safe and understand how to keep themselves safe in a diverse community.
- Pupils are aware of when and how to seek help if it is required. They identify the 'welfare teacher' as a first point of call besides their own class teacher. Pupils talk with confidence with regard to the school acting quickly to address any safety issues. There are regular fire drills, closely monitored and reviewed to ensure prompt evacuations.
- Pupils wear the correct clothing for practical activities. The school ensures that extra precautions are taken in extreme weather. Pupils are encouraged to wear items such as a hat when outdoors in high temperatures.
- A large majority of parents have positive views of the school. Pupils arrive eager to learn and this is an indication that they feel safe and happy.

The quality of teaching is good

- Teachers use accurate information about pupils to plan activities and help them learn well. Most pupils make at least good progress through acquiring new skills, knowledge and understanding. During lessons, teachers regularly check pupils' understanding. When pupils do not fully understand, teachers provide extra guidance or change their approach, enabling pupils to learn more effectively.
- Teaching in most subjects is consistently good. Pupils achieve particularly well within English and mathematics. Where pupils make good progress, teachers carefully question pupils and model correct language.
- In English, pupils are taught to consider the use of connectives in developing balanced arguments and then apply new learning to previous knowledge. This enables pupils to be challenged through developing

deeper explanations.

- Pupils' exercise books are marked frequently and consistently across the school. The best feedback provides clear guidance and ensures that pupils develop and improve their own work.
- Pupils learn at a good pace in the majority of lessons because they are engaged and involved in their learning. They are enthusiastic and take pride in their work as it develops.
- Teachers and learning support assistants work well together. They create a positive learning atmosphere and ensure that teaching meets the needs of the whole class. Learning support assistants are effectively deployed. When in lessons they help raise the achievement of the pupils with whom they work.
- Pupils are helped to develop their language and communication skills. Disabled students and those with special educational needs make good progress. Occasionally, pupils who are quick to understand are held back by the teacher providing too much guidance and support.
- Teaching effectively develops pupils' reading, writing, communication and mathematics skills. The accelerated reading programme has been particularly important in developing literacy. There is evidence that many pupils read widely and often. This has improved their understanding of English.
- Pupils achieve well in mathematics and a high proportion of pupils make progress beyond that expected nationally.

The achievement of pupils

is good

- Pupils start the school in Year 3 with higher than expected levels of skills, knowledge and understanding. They progress well through the school.
- In comparison to 2013, the performance of Year 6 pupils in reading, writing and mathematics was higher in 2014.
- In 2014 a minority of Year 6 pupils did not reach the levels of progress expected for reading and writing. The proportion of pupils who achieved above the expected levels of progress for mathematics was higher than that nationally.
- The current school information confirms that pupils in Year 6 are making good progress from their starting points. More pupils are expected to achieve above the progress expected nationally in reading, writing and mathematics.
- Progress in all year groups is good. The progress of pupils who are considered disadvantaged or those who are disabled or who have special educational needs is also good.
- The progress expected of disadvantaged pupils has improved over time in English and mathematics. Progress in English is similar to those other pupils nationally. A proportion of disadvantaged pupils are now achieving progress beyond that expected nationally.
- The most able pupils have not always achieved as well as they could. In 2013 too few pupils achieved the higher levels of attainment in English and mathematics. In 2014, whilst more able pupils achieved well in mathematics, the figure for English was still not high enough.
- The school predicts that in 2015 all pupils are expected to achieve well. This improvement is expected as a result of the strategies used to support pupil progress.

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	462151

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Mr N Dhanjal
Headteacher	Mrs D Kane
Date of previous school inspection	27 September 2013
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