



The Smallberry Green Primary School

Inspection Report

Unique Reference Number 102515
Local Authority Hounslow
Inspection number 286406
Inspection dates 23–24 November 2006
Reporting inspector Mary Summers

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

Type of school	Primary	School address	Turnpike Way
School category	Community		Isleworth
Age range of pupils	3–11		TW7 5BF
Gender of pupils	Mixed	Telephone number	020 8580 2070
Number on roll (school)	261	Fax number	020 8580 2072
Appropriate authority	The governing body	Chair	Mrs Dorothy Campbell
		Headteacher	Ms Susan Colley
Date of previous school inspection	17 September 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school draws pupils from the immediate locality and also from further afield. One third come from White British families and there are significant numbers from other White and Black African backgrounds. The remainder represent a wide range of minority ethnic groups. About one third speak English as an additional language although few are in the early stages of learning the language. Just over a third are identified with learning difficulties or disabilities, a high proportion. Mobility is high. The school is within an Educational Action Zone and is also part of the Excellence in Cities project. In recent years, there have been significant changes in staffing in the Foundation Stage and Years 1 and 2. There have also been changes in the leadership in the school. The current headteacher has recently resumed her role after a temporary absence.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils, whose achievement is satisfactory overall. By the time they leave at the end of Year 6, standards are broadly average, although few pupils reach the higher levels in the national tests in English and mathematics. Achievement in the Nursery and Reception classes is satisfactory but not enough attention is given to developing children's literacy and numeracy skills, which remain below average for their age by the time they transfer to Year 1. Effective support from Year 1 and 2 teachers and assistants helps the pupils close the gap, especially in reading and mathematics but standards are still below those expected nationally at the end of Year 2, especially in writing.

Pupils' behaviour has been a significant area of concern in the past. This contributed to the low standards seen in the Year 6 national tests up to 2004. Now, behaviour is good and reflects the successful work of the headteacher and her staff in establishing clear rules and applying them consistently. There are good systems to ensure pupils' security and to help those with learning difficulties and those learning English as an additional language. Pupils enjoy learning and take an active part in school life, accepting responsibility readily. They work together well, learning how to remain safe and healthy, and become responsible citizens of the future.

The recently re-formed leadership team is working well together and has quickly gained an accurate view of the school's performance. The Foundation Stage has been re-organised to provide a more appropriate setting for young children. Assessment systems have been improved throughout the school to ensure that learners' needs are identified more accurately. These innovations have not been in place long enough, however, to have had a significant impact on pupils' achievement. They are not yet used well enough to set challenging targets for individuals, or check progress towards them, particularly for the more able. Monitoring systems, whilst enabling senior managers to gain good information about standards, are not yet rigorous enough in checking how well innovations make an impact on pupils' achievements.

The high turnover of staff seen in the past, which also had a significant impact on pupils' achievements, has stabilised. This is due largely to the calm and purposeful leadership of the headteacher, which has helped the school to become a safe and well-ordered place of learning. Despite a few parents expressing continuing concerns about behaviour, most are very happy with the school's work with their children. As one parent noted, 'The school has a strong community feeling and a good ethos. My son loves going to school'.

What the school should do to improve further

- Improve children's achievement in communication, language and literacy, and in mathematical development, in the Foundation Stage.
- Improve standards in writing at KS1.

- Use the information gained from tests and assessments to set challenging targets for pupils, especially those who are more able, and monitor their progress towards these regularly.
- Strengthen the monitoring systems to check how well innovations affect pupils' achievements.

Achievement and standards

Grade: 3

Standards are broadly average and achievement is satisfactory overall. Children start school at levels which are below those expected for their age. They make satisfactory progress in Nursery and Reception, doing especially well in personal and social development. However, by the time they transfer to Year 1, few reach nationally expected goals, especially in communication, language, literacy and mathematics. Standards at the end of Year 2 remain below average. Few pupils exceed expectations for their age. Current evidence shows that pupils' rate of progress is improving as a result of better teaching in Years 1 and 2. However, writing standards remain particularly low.

Pupils' achievement continues to be broadly satisfactory in Years 3 to 5. By the end of Year 6 however, standards are average and reflect the significant progress made over the year because of very effective teaching. However, few pupils exceed nationally expected levels in English and mathematics. Pupils from different ethnic groups make similar progress. Pupils with learning difficulties and those for whom English is an additional language often make good progress when they receive small group support outside the class.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They enjoy their lessons, responding eagerly to teachers' questions, listening carefully to one another's ideas and working together successfully to complete tasks. These skills prepare them appropriately for life beyond school. Their behaviour is generally good and has improved significantly since the last inspection.

Pupils are keen to accept responsibility and take their roles as office assistants and 'Playground Pals' seriously, keen to make a difference within the school community. They appreciate the school council, noting the improvements they have been able to accomplish in, for example, the school environment. They feel safe, confident in the knowledge that problems are dealt with quickly. In developing good healthy lifestyles, most choose healthy options in school and are keen to take part in extracurricular sport. Attendance rates have improved significantly and are now broadly average.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with examples of good practice across the school. This leads to pupils making satisfactory and sometimes good progress. Relationships between teachers and pupils are good and form the foundation of effective behaviour management. A good range of teaching styles and resources are used effectively to motivate pupils and make learning enjoyable. In a mathematics lesson in Year 6, for instance, computer technology was used well to explain an investigative task so that pupils knew exactly what was expected of them. They worked hard, using a range of methods to work out the costs of cross-channel ferry crossings. However, expectations of what pupils could achieve are not sufficiently high in some classes and fail to challenge children of higher ability.

Teaching assistants are used well throughout the school to support pupils with learning difficulties and those who are at the early stages of learning English. These small group interventions have a considerable impact on pupils' achievement at the end of Year 6.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It has been developed since the last inspection to ensure that religious education and information and communication technology (ICT) are covered systematically as pupils move through the school. However, the school rightly identifies that ICT and literacy skills are not being developed well enough through other subjects. There is a good emphasis on pupils' personal and cultural development which helps them build positive relationships, standing them in good stead for the future.

Good opportunities are provided for pupils outside school to make learning fun. Many of these have been developed through effective partnerships with local schools and other community providers. Specialist teachers offer tuition in keyboard, French and yoga, enabling pupils to broaden their knowledge and skills. Visits to places of interest, for example, the local mosque and Sikh temple, support pupils' developing understanding of different religious faiths as well as making them aware of the rich cultural diversity of the area. Pupils participate enthusiastically in the good range of extracurricular clubs on offer, including competitive sports with neighbouring schools.

The school expects curriculum plans to take into account the different needs of pupils but this does not always happen in practice. This is a particular issue for the more able pupils throughout the school.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Staff are vigilant in ensuring pupils' safety and this contributes to their feelings of security and their readiness to learn. Good links with parents have helped to improve attendance since the last inspection.

There are good procedures in place to assess pupils' needs early and provide appropriate support, with help from outside agencies. Support staff work successfully with pupils who have learning difficulties or emotional and behavioural difficulties to help them take a full part in school life.

Assessment systems have recently improved and are now being used more effectively to track pupils' progress. However, the information gained is not yet being used consistently to set accurate targets for all pupils especially, those who are more able.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. However, there are considerable strengths in the leadership of the headteacher and deputy who have quickly analysed the strengths in provision and already taken steps to address the weaknesses. Standards have risen in Year 6 and have begun to improve in Year 2 as a result of key management decisions. A strong focus on pupils' personal development has resulted in pupils' good behaviour and their eagerness to learn. Performance management systems have been strengthened by better assessment procedures which provide accurate information about pupils' progress. Improved self-evaluation shows that the school has a good capacity to improve in the future.

Subject co-ordinators are enthusiastic but many are not involved enough in monitoring teaching or pupils' work. This makes it difficult for them to plan suitable actions to raise standards. Governors support the school appropriately and have recently undergone training to help them increase their effectiveness in monitoring the school's work more rigorously.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We want to say a big thank you to you all for your warm welcome and for sharing with us your views about the school. We thoroughly enjoyed being with you in lessons and chatting with you around the school. The other inspectors and I saw many things that were good but also found some which we think could be even better.

These are the things we think are good.

- You are growing up as confident, well-behaved young people who enjoy learning and know how to keep safe and healthy.
- Most of you attend regularly and arrive on time so you don't miss important lessons.
- Adults listen to your ideas so you can help to make school better for everyone.
- Adults take good care of you and give you help if you need it.
- Your headteacher and deputy headteacher are working hard to make things even better for you.

These are the things we think could be better.

- Children in Nursery and Reception need more help to develop their reading, writing and mathematics skills.
- Pupils in Year 2 should be doing better in writing.
- Teachers need to follow your progress more carefully to make sure they are giving you the right sort of work in lessons.
- The people in charge need to check more closely how well their plans are going.

It is important that you support your teachers in making things better by giving them your views regularly and working hard in lessons.

Yours faithfully

Mrs Mary SummersLead Inspector