

Berrymede Junior School

Inspection report

Unique Reference Number	101866
Local Authority	Ealing
Inspection number	307831
Inspection dates	4–5 June 2008
Reporting inspector	Sarah McDermott

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	277
Appropriate authority	The governing body
Chair	Dr G Leversha
Headteacher	Mr R W Macfarlane
Date of previous school inspection	12 January 2004
School address	Osborne Road Acton London W3 8SJ
Telephone number	020 8993 9063
Fax number	020 8896 0472

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school with a high proportion of pupils who are eligible for free school meals. The vast majority of pupils come from the South Acton estate and most pupils do not speak English at home. The school caters for a rich diversity of ethnic backgrounds, of which the biggest group is Black African. The proportion of pupils who find learning or concentrating difficult is much higher than found in most other primary schools.

The school has gained the Healthy Schools Award and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Berrymede Junior is an outstanding school. It is an extremely happy place where pupils from a wealth of different faiths and cultures feel very much at home and make the most of their learning. Pupils achieve exceptionally well in English, mathematics and science and much better than they do in most schools. Despite starting school with below average attainment, by the time pupils leave they reach standards that are above average. English standards are particularly impressive, taking into account the high number of pupils who speak other languages at home. Pupils who find learning difficult or have special needs linked to their behaviour progress in leaps and bounds, because teachers have high expectations of all learners.

Pupils arrive at school each morning with a spring in their step. Their spiritual, moral, social and cultural development is excellent. Although some pupils find it difficult to settle to learning, by the time they leave they are very mature, sensible and responsible. Pupils have many good opportunities to be ambassadors for their school in sport and community events. Nevertheless, school councillors do not have enough opportunities to put forward their views. Pupils are all very clear about how to lead healthy and safe lives. Their zest for life and learning is setting them up extremely well for their next stage of schooling. When asked to grade her school, one pupil exclaimed, 'I would give it ten out of ten!'

Pupils are very keen to learn, because teachers plan inspirational experiences that really excite and engage them. Pupils talk with animation about the World Music Day, the trips to Kew Steam Museum and their French lessons. Pupils progress at a fast rate because they respond particularly positively to the high quality of teaching. Teachers are very well organised, give instructions very clearly and make sure they teach each pupil at a level best for the individual. The quality of pastoral care is impressive. Staff have a very good knowledge of the backgrounds of the pupils. They provide very sensitive and practical support, ensuring that pupils and their parents feel very comfortable with education. The academic guidance is excellent. All teachers have a detailed knowledge of how each pupil is progressing and they are quick to help them catch up should they be falling behind.

Leaders and managers work extremely well as a team to maintain high standards. Major keys to success are the consistency of practice and the accurate use of data to ensure that the school's vision of high achievement is successfully maintained. The senior management team was quick to notice that writing was not up to the usual high standards in 2007. Teachers introduced weekly writing days and encourage pupils to write at length at every opportunity. Since then writing standards have risen significantly. This is a telling example of why the school clearly has excellent capacity to continue with its well-deserved success.

What the school should do to improve further

- Ensure pupils have more opportunities to contribute their ideas to the running of the school.

Achievement and standards

Grade: 1

Pupils make outstanding progress because they all respond extremely well to their teachers' high expectations. Those pupils who enter school in Year 3 begin with below average standards. However, there are also significant numbers of pupils who start school at different times with even lower standards because of their lack of English. By the time pupils leave they reach

standards that are above average in English, mathematics and science. This has been the pattern for many years. In 2007, pupils made exceptional progress in all three subjects and were in the top one percent of all schools in the country for the value added to their learning during Key Stage 2. Pupils from disadvantaged homes, those who do not normally speak English and those who are of Black African heritage performed much better than their national counterparts. Pupils who find learning or concentrating difficult made excellent progress. Pupils are continuing to achieve very well and attain high levels in English, mathematics and science.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy coming to school and are very keen to learn. The spiritual, moral, social and cultural development of pupils is excellent. Pupils from many different faiths and cultures form strong friendships. When asked about possible racism, the school councillors unanimously replied, 'no racism, not at all!' Pupils usually behave very well. Sometimes a few younger pupils can be silly and thoughtless. On the other hand, pupils are always polite, courteous and interested in talking to visitors. Pupils have an excellent understanding of the need to keep healthy. They participate actively in sports clubs and compete keenly against other schools. Pupils appreciate the healthy school food and know how to keep safe. One pupil warned another, 'no running down the stairs as you might slip!' Pupils make a good contribution to the school community as monitors, play leaders or running their own stalls at the school fair. Pupils are proud to be school councillors, but they do not have sufficient impact on how their school develops. Attendance is good. Excellent social skills as well as high standards in literacy and numeracy means Year 6 pupils are more than ready for moving on to secondary school.

Quality of provision

Teaching and learning

Grade: 1

Teachers have excellent relationships with the pupils. Consequently, pupils feel extremely confident in their learning and want to do their best. Teachers expect high standards and a good amount of work by the end of the lesson. The pupils invariably oblige. Pupils get down to their work very quickly because teachers are particularly careful to ensure pupils all understand what they should be doing. Teachers maintain a very good pace of learning by setting pupils time limits for tasks. Classrooms are very well organised. Teachers use the interactive technology well to introduce new concepts in exciting ways. Even if pupils are already organised into ability groups, teachers are very adept at setting work that matches pupils' individual needs, so all pupils make at least good and invariably excellent progress. Teachers are well aware of the many pupils who have limited English, so encourage pupils to extend their vocabulary at every opportunity. Pupils know how they are doing because teachers mark books extremely regularly and give clear messages on how pupils can improve. Pupils are very proud of their good work and grow rapidly in self-esteem.

Curriculum and other activities

Grade: 1

The vibrant curriculum helps to explain the pupils' very successful achievement. An exciting range of visits reinforces their learning. For example, dressing up in Tudor costume at Fulham Palace brought history to life for Year 4 pupils. The promotion of writing in subjects other than

English is a particular strength and explains why many pupils who speak little English at home do so well in literacy. The organisation of pupils into sets according to ability for English and mathematics is reaping rewards in terms of their excellent achievement. Innovative links between subjects, such as describing graphs for sporting activity in French, makes learning especially interesting. The school has been working very successfully to increase the use of computers across all subjects. A very good number of eager pupils attend the outstanding range of after-school activities, such as the cookery club and African Drumming club.

Care, guidance and support

Grade: 1

The school is a very safe place where the care of every pupil is paramount. Specially deployed teaching assistants successfully keep in touch with families to improve pupils' attendance and punctuality. Groups designed to develop self-esteem give vulnerable pupils every opportunity to grow in confidence and enjoy their learning. The school has effective systems to deal swiftly with unsatisfactory behaviour. The personal intervention of the headteacher in nipping low-level misconduct in the bud means it never escalates into exclusion. Teachers keep a very close eye on how their pupils are progressing. Excellent use of data means they can identify underachievement very quickly and find successful ways to bring the pupils back on track. The school has considerable expertise in helping pupils who find learning difficult or who have limited English to make great strides in their learning.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The local community justifiably holds the headteacher and his deputy in high esteem. Their clear vision of every pupil doing their best results in high academic standards and positive attitudes. Equality of opportunity is at the heart of the school. Pupils have every chance to participate in activities and all are achieving exceptionally well, whatever their background or ability. The focus on reaching challenging targets was particularly successful in 2007. Staff are very well organised and work as a highly effective team for the good of the pupils. A key to the school's success is the consistency of practice. For example, subject leaders ensure the style of targets and marking follow a similar pattern in all classes. Leaders and managers know precisely what is working well and what needs to be improved. A recent push to make even better use of computers in learning has improved pupils' skills in information and communication technology. Governors give good support. They are developing ways to challenge an already very successful school.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

17 June 2008

Dear Pupils

Inspection of Berrymede Junior School, London, W3 8SJ

Thank you very much for helping us on the inspection by talking to us and showing us what you can do. We certainly enjoyed meeting you all. Your parents are pleased with your school because they believe you are very well looked after and happy. We definitely agree.

Your headteacher leads his team of teachers very well so that you make excellent progress in your learning. Teaching is outstanding because teachers always make sure you know what you are doing and mark your work very regularly. All teachers expect you to do your best and you do! We think you are very lucky to have such superb opportunities to participate in many different sports, to learn so much about other cultures and to visit different parts of London.

You certainly gave us the impression that you like coming to school. We think most of you behave well, but a few of you can be silly in lessons. You all get on extremely well with each other. You lead very healthy and safe lives. Not surprisingly, you are very proud of your school and are keen to take on jobs and responsibilities. We think you are so mature and sensible that school councillors could have a bigger role in helping your headteacher to run the school. Consequently, we have asked your headteacher to see if this can be arranged.

We thoroughly enjoyed our visit to your school. We know that your teachers really make your school a special place for you. You can do your bit by continuing to be very positive and to make the most of your time at Berrymede Junior School.

Yours sincerely

Mrs McDermott

Lead Inspector