

The Smallberry Green Primary School

Inspection report

Unique Reference Number	102515
Local Authority	Hounslow
Inspection number	335917
Inspection dates	2–3 December 2009
Reporting inspector	Linda Pickles

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Peter Dodkins
Headteacher	Caroline Hodges
Date of previous school inspection	3 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including data about pupils' progress and attainment, and the school's planning documents, policies, procedures and records. They reviewed the information provided by parents in the 101 questionnaires that were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of pupils on entry to the school and the progress made by the oldest pupils, particularly in English
- the quality of teaching and its impact on pupils' learning, particularly for those from different ethnic backgrounds and those with special educational needs and/or disabilities
- improvements in the care, guidance and support of pupils since the last inspection, particularly in raising attendance
- the effectiveness of leadership and management in driving forward improvements based on self-evaluation.

Information about the school

This is a larger-than-average-sized primary school. It is currently being led by an acting headteacher, who has been in post since September 2009. Pupils are drawn from a wide range of ethnic groups, the largest of which are White British and Black African backgrounds. The proportion of pupils who have a first language other than English is well above that found nationally, and a few are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is well above that found nationally, predominantly for social and emotional difficulties. Pupil mobility is well above the national average, although this has recently decreased. The school has been awarded Healthy School and Activemark status. Childcare provision is provided on the school site. This is not managed by the governing body and is subject to a separate inspection report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The acting headteacher has quickly established herself and gained the support and confidence of parents, who appreciate the good quality care, guidance and support provided. The school provides a caring environment where pupils from many different cultural backgrounds get on well together, behave well and enjoy their learning. As one parent stated, 'It is a friendly school with a happy team of staff.' Pupils have a good understanding of healthy lifestyles and say they feel safe and talk confidently about how to keep themselves and others safe. Pupils' spiritual, moral, social and cultural development is good and as a result pupils respect the feelings of others and have a clear sense of right and wrong.

Pupils make adequate progress because as they pass through the school the quality of teaching and the curriculum are satisfactory. Children make sound progress in the Early Years Foundation Stage and this continues through the school. Pupils make better progress in mathematics and science than in English. Pupils with special educational needs and/or disabilities make satisfactory progress from their starting points and are effectively supported by additional adults. Pupils from different ethnic groups make expected progress, although checks on their progress across all subject areas are not consistently analysed. In some lessons, the quality of teaching is good but pupils' learning slows when assessment information is not used sufficiently well to plan activities which challenge all pupils, particularly the more able. Teachers do not provide enough opportunities for pupils to talk about what they are learning to help their understanding. Books are marked regularly but comments do not consistently inform pupils how they can make their work better.

The provision for care, guidance and support has improved since the last inspection and the school has been successful in improving attendance by reducing the number of pupils who are persistently absent. Led by the acting headteacher, senior leaders are developing an accurate view of the school's strengths and weaknesses, having correctly identified that the monitoring role of middle leaders, such as improving the quality of teaching and learning, is underdeveloped. The school has satisfactory capacity for further improvement as essential systems are sufficiently embedded and not solely dependent on one or two senior leaders.

What does the school need to do to improve further?

- Raise attainment across all subjects and improve the proportion of good teaching by:
 - using assessment information more accurately to plan activities which challenge

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all pupils, particularly the more able

- give pupils more opportunities to talk about their learning during lessons
- make clear to pupils what they are expected to learn and check their understanding during the lesson
- ensure marking in Years 1 to 6 provides pupils with guidance on how to improve their work, particularly in writing.
- Improve the progress made by all pupils and identified groups by:
 - increasing the rigour and use of existing monitoring and analysis to set more challenging work or plan activities matched to their particular needs.
- Improve the quality of middle leaders so they can monitor more accurately where improvements in teaching and pupils' learning can be made.

Outcomes for individuals and groups of pupils**3**

Pupils generally enter Year 1 with broadly average skills and knowledge, but below average in communication, language and literacy. They make satisfactory progress and their attainment is broadly average by the end of Year 6, but still lower in English. The school's checks on pupils' progress shows that in 2009 pupils made good progress in reading as a result of the school's focus to improve it in all subject areas and, in particular, guided reading. There are no significant differences in the attainment and progress of different groups of pupils. Pupils with special educational needs and/or disabilities make expected progress from their starting points, as a result of targeted support in class and effective intervention programmes. When lessons motivate them, pupils participate fully in lessons and are enthusiastic about activities that are suitably matched to their needs.

Pupils feel happy and safe at school and this is shown by their good behaviour in lessons and around school and their positive attitudes to learning. Pupils feel well cared for and are confident that any concerns they may have will be sorted out by staff. Pupils have a well-developed understanding of personal safety both in and out of school. They have a good understanding of issues relating to healthy living and enjoy participating in sporting activities. They enjoy taking responsibility as school councillors and Year 6 pupils talk enthusiastically about their roles as office helpers at lunchtime and as house captains. The school council makes a good contribution to the school and were involved in improving the school toilets and securing more resources at playtimes. The opportunities for pupils to make a contribution to the wider community are not as well developed and the school is taking action to remedy this.

Throughout the school pupils from different cultural and religious backgrounds work and play together harmoniously as a result of their good spiritual, moral, social and cultural development. Pupils' cultural awareness is strong and they appreciate and respect the beliefs of others. Pupils' attendance has improved to average levels. The extent to which they develop basic skills prepares them adequately for their next schools and later life.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching is satisfactory, with some good lessons observed. In all lessons, pupils show positive attitudes and additional adults are deployed effectively to support with special educational needs and/or disabilities both in class and in withdrawal groups. In some well-taught lessons, teachers set and maintain a brisk pace and expectations of what pupils can achieve are high. For example, in a good literacy lesson, pupils shared their learning with each other and evaluated their progress with the teacher. In other less effective lessons pupils have limited opportunity to talk about their work and their understanding is not regularly assessed during the lesson. The use of assessment information to plan activities which accelerate learning and provide appropriate challenge, particularly for more able pupils, is not yet consistent across all classes. Marking, although regular and supportive, does not provide pupils with enough guidance about how they can make their work better.

The curriculum is broad and balanced and adequately matches the needs of pupils and different groups. The school is at the early stages of developing a more creative curriculum and has started to introduce cross-curricular links between subjects to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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develop skills in writing and information and communication technology (ICT). Provision for pupils' personal and social development makes a significant contribution to their good understanding of healthy living and staying safe. Planning builds systematically on pupils' experiences, particularly in science, but this is not consistent across all subjects, particularly in meeting the needs of more able pupils. Enrichment opportunities are developing and there is a good range of extra-curricular clubs, including gardening and sport, that are well attended.

The staff take good care of pupils and there are procedures for ensuring all pupils are safe and welfare requirements are met. The school provides a welcoming environment and good transition arrangements ensure pupils who arrive outside the usual dates of admission settle quickly into school routines. Links with external agencies are strong and parents appreciate the support given to their pupils. Pupils who require additional academic and pastoral guidance are identified early and provided with appropriate support. The school has been successful in working with parents to reduce the number of pupils who were persistently absent. Transition arrangements are well established and pupils are well prepared for the move to their next schools.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

How effective are leadership and management?

The acting headteacher has quickly secured the support of staff and accurately identified the school's strengths and areas for development. Senior leaders are committed to seeking further improvements and set clear priorities based on accurate and realistic self-evaluation. Improvement plans are comprehensive and have clear timescales and ways of measuring success. The school recognises, however, that these have not yet had sufficient time to make improvements, particularly in improving the quality of teaching. The school's use of assessment information is not yet sufficiently rigorous to monitor the progress made by different groups of pupils. The school has accurately identified that the monitoring role of middle leaders is currently underdeveloped and is taking appropriate action to improve this. The governing body discharges its statutory responsibilities and ensures all staff and pupils are safe. As the school is currently led by an acting headteacher, governors realise it is a priority to make a permanent appointment. Despite recent changes in membership of the governing body, governors know the school's strengths and weaknesses and provide adequate challenge to

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promote improvement.

Most parents and carers expressed positive views of the school, reflecting the good relationships that exist between themselves and staff. The school consults parents on important issues and regular newsletters ensure they are kept informed about what their child is learning. The school has been successful in using the school's website to improve communication with parents. The school complies with requirements for safeguarding pupils and for checks on staff. Risk assessments are comprehensive. The school works effectively with key agencies to reduce the risk of harm to pupils.

The school ensures that pupils have equal opportunities to take part in all that the school offers. The school has completed an audit in relation to promoting community cohesion and has drawn up an action plan. It promotes community cohesion very well within its own community and pupils from different backgrounds get on well with each other. The school is taking prompt action to establish links with community groups beyond the school both nationally and globally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and knowledge below the levels expected for their age in communication, language and literacy and personal and social development. Children make good progress during their time in Nursery, particularly in their personal and social development and developing skills in reading and writing. A large majority of children enter the Reception class from many different pre-school providers and only a quarter of children from the school's Nursery transfer to

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Reception. Children make satisfactory progress overall but good progress in their personal and social development. Pupils with special educational needs and/or disabilities make progress in line with that of their peers. Pupils at the early stages of speaking English make good progress.

Children settle well and have good relationships with each other and with the adults who care for them. They willingly take part in a range of adult-led and child-directed activities. Assessment information is used to plan activities which engage children but these do not always reflect the different abilities of all children to ensure they make good progress. Children keep themselves and others safe through their good behaviour, and parents' views are positive about their child's experiences. The outdoor area is well used and contains a suitable range of activities which reflect all areas of learning; effective use is made of ICT. Areas of strengths and weaknesses have been accurately identified by teachers and the new Early Years Foundation Stage Leader. Improvement plans have clearly identified priorities but the resulting actions have not yet had sufficient time to take effect. Children are well cared for and safeguarding procedures are secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Views of parents and carers

From the returned questionnaires, it is clear that the school enjoys the confidence and support of the very large majority of the parental community. Most responses to questions were positive and an overwhelming majority of parents agree that their child enjoys school. A very small minority noted their concerns about the progress made by their children, how effectively the school helps parents to support their children's learning and the extent to which it meets their child's particular needs. Inspectors found that most provision is adequately matched to pupils' needs and parents are provided with sufficient opportunities to support their child's learning. The inspectors have asked the school to improve the rates of progress for all pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Smallberry Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 101 completed questionnaires by the end of the on-site inspection. In total, there are 310 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	56	41	41	2	2	1	1
The school keeps my child safe	47	47	50	50	2	2	0	0
The school informs me about my child's progress	49	49	44	44	2	2	1	1
My child is making enough progress at this school	37	37	54	54	7	7	2	2
The teaching is good at this school	45	45	49	49	3	3	0	0
The school helps me to support my child's learning	44	44	44	44	7	7	2	2
The school helps my child to have a healthy lifestyle	38	38	54	54	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	36	39	39	4	4	0	0
The school meets my child's particular needs	39	39	49	49	7	7	0	0
The school deals effectively with unacceptable behaviour	43	43	47	47	4	4	2	2
The school takes account of my suggestions and concerns	31	31	55	55	6	6	0	0
The school is led and managed effectively	35	35	55	55	3	3	0	0
Overall, I am happy with my child's experience at this school	48	48	47	47	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 December 2009

Dear Pupils

Inspection of The Smallberry Green Primary School, TW7 5BF

Thank you for making the inspectors so welcome when we visited your school recently. We think that your school gives you a satisfactory education. We were impressed by your friendly manner and positive attitudes during discussions with inspectors and we enjoyed hearing your views about the school. You told us that you enjoy school and learn a lot in lessons.

Here are some of the things that we think are good about your school:

- The adults in school take good care of you and help you to develop into caring and considerate individuals.
- You behave well in school and are eager to learn in lessons.
- You get on well with your teachers, adults in school and your friends.
- Pupils from different backgrounds get on well with each other.

To help your school to improve further we have asked the headteacher to raise standards by making sure that you all make good progress in lessons. We have asked the staff to give you more opportunities to talk about your learning and to use information from assessments to plan tasks that make you think even harder. I have also asked the headteacher and other school leaders to check that you are all making as much progress as you can and that marking in your books tells you how you can make your work even better.

You can help by coming to school every day and continuing to work hard and behaving well. Good luck for the future.

Yours sincerely

Linda Pickles

Lead inspector

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