

Southville Junior School

Inspection report

Unique Reference Number	102497
Local Authority	Hounslow
Inspection number	355207
Inspection dates	18–19 January 2011
Reporting inspector	Moyra Hadley

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 of pupils on the school roll	327
Appropriate authority	The governing body
Chair	Rebecca Ingoe
Headteacher	John Norton
Date of previous school inspection	28 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons taught by 10 teachers. Meetings were held with staff, members of the governing body and pupils. Inspectors observed the school's work, and scrutinised the school's raising attainment plan, school improvement plan, progress tracking data, pupils' work, governing body minutes, and school policies. They analysed questionnaires completed by 81 parents and carers and those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of school leaders in raising attainment and accelerating progress in mathematics for all pupils, especially those with special educational needs and/or disabilities, girls and White British pupils.
- The extent to which teaching provides challenge for the more able pupils.
- How well teachers use assessment data and specific learning targets to help pupils make accelerated progress in mathematics.
- How well the design of the curriculum enables pupils to practise their literacy and numeracy skills in other subjects.
- The effectiveness of middle leaders in monitoring and evaluating the quality of provision and outcomes in their curriculum area.

Information about the school

The school is above average in size. The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is above average. There is an above average proportion of pupils with special educational needs and/or disabilities, and the number of pupils with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is above average. The school site is shared with the infant school, which is led and managed separately. Extended school services are provided on site, including a breakfast club, after-school care and holiday provision. The school achieved the Healthy School and Activemark status in 2008.

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

Southville Junior is a satisfactory school. It is a welcoming and inclusive community. The school's caring and supportive environment helps support the school's aim to prepare pupils for learning. School leaders and the governing body are fully aware that raising attainment, particularly in mathematics, is a key priority for the school. Although pupils' attainment and progress is tracked, it has not been rigorous enough in the past, resulting in a trend of low attainment and inadequate progress in mathematics and English. However, as a result of better teaching coupled with effective interventions and robust tracking, this legacy of underachievement has been sharply reversed, especially in English. Pupils across the school have made accelerated progress in mathematics and English in recent months. Attainment in English is now broadly average and in mathematics it is still low but rising rapidly. Pupils' achievement by the end of Year 6 is satisfactory, including those pupils with special educational needs and/or disabilities.

Teaching is satisfactory and improving rapidly. Lessons are better when the teachers actively engage pupils in learning, and challenge pupils to work independently. As a result, pupils' progress is good. Although the school has put in place good strategies to accelerate progress in English and mathematics, the learning of the more able pupils is not met well enough in lessons. In addition, assessment, including the use of targets, is sometimes not used effectively enough to meet the range of needs in the classroom.

Arrangements for safeguarding are strong, with recent improvements in school security leading to pupils feeling safe. Good behaviour and above average attendance have resulted because of a concerted effort by the school to develop consistent expectations. The curriculum has been improved to provide targeted support in mathematics and English in order to accelerate progress in pupils' basic skills. The school has identified the need to improve the use of progress tracking so that the curriculum can be adapted to meet the needs of all pupils. The school promotes healthy lifestyles effectively. Although pupils contribute well to the school community, there are too few opportunities for pupils to interact with communities in the United Kingdom and abroad.

School leaders have provided the necessary support, training and resources to combat the legacy of underachievement. This has resulted in rapidly improved attainment and accelerated progress in mathematics and English. However, there is not enough emphasis on pupils' progress when school leaders formally evaluate teaching. Although school leaders regularly analyse pupils' progress, it is not rigorous enough to ensure all groups make consistently good progress. Self-evaluation is satisfactory and has accurately identified key strengths and weaknesses, for example in the quality of teaching and assessment. The school's success in dramatically reversing a declining trend in mathematics and English attainment, including narrowing the gap in progress between different groups, demonstrates its satisfactory capacity for sustained improvement.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and further accelerate pupils' progress in mathematics and English by ensuring that:
 - the large majority of teaching is consistently good or better
 - all teachers regularly use assessment information to ensure high expectations and sufficient challenge for all pupils in their learning, especially the more able
 - all teachers provide pupils with consistently good feedback, linked to learning targets, to support them in making further improvements
 - pupils are provided with more opportunities in lessons to develop their independent learning skills.
- Improve the leadership and management of teaching by ensuring that
 - the impact of initiatives to improve teaching are evaluated fully and the outcomes used to bring about further improvements
 - school leaders' evaluation of the quality of teaching is strongly linked to the progress made by different groups
 - the curriculum is enriched by developing national and global links to extend pupils' understanding of different cultures.

Outcomes for individuals and groups of pupils

3

Attainment remains low overall but is improving rapidly. Following a dip last year, attainment in English has improved and is now broadly average by the end of Year 6. Although progress in English has been inadequate in the past, as a result of the school's strong focus on reading and writing, it has accelerated, especially in writing. Pupils enter the school with low attainment in mathematics and make satisfactory progress. By the end of Year 6 attainment in mathematics remains low but has risen sharply in recent months. For example, Year 6 pupils made good progress in a mathematics lesson. They enjoyed working individually and in groups to measure angles with a protractor and ably identified the different types of angles they encounter in daily life which contributed to their satisfactory economic well-being. Year 3 pupils enjoyed working in pairs in an English lesson, discussing with their talk partner how a character is introduced into a well known Roald Dahl story. However, many pupils, in particular the more able, do not make the maximum progress because the work is not matched well enough to their needs. The school's tracking information and inspection evidence indicate that pupils with special educational needs and/or disabilities, and those who speak English as an additional language make satisfactory progress, with some making good progress.

Pupils interact positively in a multi-cultural environment and feel safe in the nurturing and supportive surroundings. Pupils' understanding of how to keep safe and stay healthy is good. There is good participation in after-school physical education clubs and activities, such as street dance. Pupils' take up of the healthy lunches is good and reflects the school's Healthy School and Activemark status. The school promotes pupils' contribution to

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the school community well with opportunities for pupils to be leaders, such as peer mediators and class captains, but opportunities to contribute to the wider community are less well developed. Pupils' spiritual, moral, social and cultural development is satisfactory. Attendance is above average. Pupils are increasingly taking responsibility for their actions that result in improvements to pupils' behaviour, which is now good. In one lesson, pupils were considering ways to handle bullying, and reflections, such as this, has led to a reduction in behaviour incidents at the school.

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	4
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Teachers' framework for lesson planning is comprehensive and there is clarity about what pupils should achieve by the end of the lesson. This is complemented by teachers' strong subject knowledge which enables them to model and explain concepts effectively. However, teachers' use of assessment information to ensure that work is precisely matched to pupils' needs is not consistent. As a result, there is insufficient challenge for more able pupils, in particular, who do not make the maximum progress in lessons. In most lessons, teachers make good use of technology to motivate pupils and sustain their attention. Although marking is regular and provides some useful feedback, there is little evidence in pupils' books of individual targets, particularly in mathematics, and how these targets are used to extend learning.

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The curriculum provides vivid experiences to enhance pupils' learning opportunities and enrich their lives with visits to art exhibitions and museums. Themes, such as 'Ready, Steady, Cook', coupled with drama opportunities are effective in promoting pupils' literacy skills. The school's focus on developing pupils' speech and language skills in the context of mathematics is beginning to have the desired impact. School leaders recognise that numeracy skills across the curriculum are not well developed and pupils have insufficient opportunities for more extended writing.

Relationships between adults and pupils are very positive, and there are good processes and procedures in place for the care of all pupils. Pupils with the highest level of need benefit from strong links with other agencies and a nurturing environment so that support is well tailored to their needs. Transition arrangements for pupils entering the school are good. In addition, there are effective systems and processes in place for pupils' transition to secondary school. The school's attendance systems and procedures are good, leading to sharply improved attendance this year.

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?

Over the past two years, school leaders have focused primarily on raising attainment in English and improving pupils' behaviour. This has resulted in impressive improvements in both areas. School leaders have now successfully galvanised the school community towards raising attainment in mathematics and maintaining the momentum in continuing to accelerate pupils' progress. Effective plans with clear targets are driven well by senior leaders, especially those who have responsibility for raising attainment in literacy and numeracy. The school's focused and inclusive approach to leadership has resulted in accelerated progress in English and mathematics in a relatively short span of time. Although the school collects accurate data on pupils' attainment and progress, it does not always ensure the information is used fully to provide enough challenge for pupils to make stronger progress, particularly in mathematics.

School leaders and the governing body ensure that procedures to safeguard pupils' safety and health are good and amend procedures when necessary. The recent addition of electronic entry gates has contributed well to the pupils feeling safe. The governing body is supportive of the school and has an accurate understanding of the strengths and weaknesses. Governors are beginning to ask the school leaders challenging questions about pupils' achievement on a regular basis. The school promotes equality of opportunity and tackles discrimination adequately. Good behaviour strategies, coupled with effective support for vulnerable pupils, have resulted in more pupils engaging with learning. The

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progress in English and mathematics of White British pupils, girls, and pupils with special educational needs and/or disabilities has been accelerated and gaps in attainment are narrowing. Community cohesion is satisfactory. The school understands the composition of its community within the school and pupils from different backgrounds get on very well with each other. However, there is not enough engagement with other communities in the United Kingdom and abroad.

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	3
The effectiveness of partnerships in promoting learning and well-being	3
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

Views of parents and carers

About a quarter of the parents and carers responded to the questionnaire. Of those who responded, most are supportive of the school and are positive about their children's experience at the school and with what it provides them. A few parents and carers raised concerns relating to unacceptable behaviour and not enough progress being made by their children. Inspectors consider that the school has improved its systems to manage behaviour and this has had a positive impact. Pupils' progress is covered in the inspection report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southville Junior 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 81 completed questionnaires by the end of the on-site inspection. In total, there are 327 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	37	47	58	2	2	0	0
The school keeps my child safe	29	36	48	59	0	0	1	1
My school informs me about my child's progress	24	30	53	65	3	4	0	0
My child is making enough progress at this school	24	30	51	63	2	2	0	0
The teaching is good at this school	23	28	54	67	0	0	0	0
The school helps me to support my child's learning	29	36	46	57	4	5	0	0
The school helps my child to have a healthy lifestyle	24	30	49	60	3	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)	21	26	52	64	2	2	0	0
The school meets my child's particular needs	22	27	53	65	3	4	0	0
The school deals effectively with unacceptable behaviour	28	35	38	47	8	10	1	1
The school takes account of my suggestions and concerns	17	21	53	65	2	2	1	1
The school is led and managed effectively	19	23	54	67	4	5	0	0
Overall, I am happy with my child's experience at this school	26	32	52	64	2	2	0	0

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



20 January 2011

Dear Pupils

Inspection of Southville Junior School, Feltham TW14 9NP

Thank you for making the inspectors welcome when we visited your school recently. We enjoyed meeting some of you in class and at lunchtime. A special thank you to the school council who shared its experiences with us about life at Southville.

We judged your school to be satisfactory. Your attainment in English by the end of Year 6 has improved so that it is now broadly average and in mathematics, although still low, it is rising rapidly. Most of you make satisfactory progress, although some of you are making good progress, especially in writing. Here are some of the strengths of your school.

- Your school is welcoming and friendly.
- The school takes good care of you so that you feel safe and well cared for.
- Your attendance is improving so please keep it up.
- You are making healthy choices to keep you fit.
- Your behaviour has improved so please continue this trend.

We found some areas that need improving. This is what we have asked the school to do.

- Make sure that most teaching is good or better so that you make better and faster progress in English and mathematics.
- Make sure the school leaders monitor school improvements, especially teaching and learning, more sharply to confirm the school is on track to meet its targets.

You can help by working hard in lessons to reach challenging targets.

We wish you every success for the future.

Yours sincerely

Moyra Hadley

Lead inspector

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