

Sparrow Farm Junior School

Inspection report

Unique Reference Number	102508
Local Authority	Hounslow
Inspection number	355208
Inspection dates	9–10 May 2011
Reporting inspector	Alison Cartlidge

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	195
Appropriate authority	The governing body
Chair	Simmi Khan
Headteacher	Linda Thomas
Date of previous school inspection	14 July 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 13 lessons taught by eight teachers. Meetings were held with members of the governing body, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 59 parents and carers, 181 pupils and 12 members of staff were scrutinised.

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

- The way teaching and the curriculum are increasing pupils' progress, especially for the more able.
- How well pupils with special educational needs and/or disabilities or who speak English as an additional language progress and are supported.
- The impact of all leaders on driving improvement in teaching, learning and pupils' progress.
- The way the school supports pupils and enables them to enjoy learning and to feel safe.

Information about the school

This junior school is smaller than average. Pupils come from a wide range of ethnic backgrounds, with a high proportion speaking English as an additional language. About a quarter of these pupils are at the early stages of speaking English and their main home languages are Punjabi, Nepali and Polish. The proportion of pupils known to be eligible for free school meals is broadly average. The school has an above average number of pupils with special educational needs and/or disabilities. These pupils have a wide range of needs, including moderate learning and emotional and behavioural difficulties. The school has received several awards, including the Active Mark and Healthy Schools status.

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

Enthusiastic teachers help pupils to enjoy learning at this satisfactory school. Pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress, leading to broadly average attainment by the end of Year 6. Progress is not even between classes and ability groups because more-able pupils are not consistently challenged enough in some lessons. Pupils who speak English as an additional language are supported well by members of staff and other pupils, enabling them to make good progress in speaking and writing. All pupils are good at taking responsibility for tasks around the school and within the local community. They behave well and respect the wide range of cultures and beliefs represented within the school.

Learning is uneven between lessons because teachers do not always make clear what pupils of differing abilities are expected to learn or involve them fully in discussions. Teachers encourage pupils by praising them and marking their work frequently, but pupils are not always given the opportunity to follow up advice quickly. Teachers and teaching assistants provide good care for pupils and work effectively with outside agencies and parents and carers so that they feel safe and enjoy school. Good safeguarding arrangements enable parents to make positive comments such as: 'Members of staff are extremely helpful and friendly and I know that my child is always in safe hands.'

There are satisfactory procedures for self-evaluation. Leaders at all levels, including the governing body, are strongly committed to improving provision and pupils' progress, and understand strengths and areas for development. Their evaluation of how well the school is doing is slightly over-generous. This is because they are not always rigorous enough in their analysis of information collected from monitoring, and do not consistently pinpoint how developments are expected to improve provision and pupils' progress. The school works well with the community and external agencies. Teachers' specific skills are shared with neighbouring schools and good use is made of external advice, enabling the school to provide more than it could alone. Recent improvements in governance and appropriate steps taken to counteract a dip in attainment demonstrate the school's satisfactory capacity to improve.

About 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, especially for more-able pupils, by ensuring that teachers have high expectations and consistently challenge pupils to complete work at the right level.
- Increase the proportion of good or better teaching by:

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- ensuring teachers are clear about what pupils of differing ability are expected to achieve in each lesson
- involving all pupils in class discussions
- providing sufficient opportunities for pupils to respond to marking.
- Ensure that monitoring is always rigorous and information on pupils' progress is evaluated and utilised fully to pinpoint improvements that can be measured for success.

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

Attainment on entry to the school is broadly average. Pupils enjoy school and are especially well motivated when the pace of lessons is swift and teachers use a range of methods to support learning. For example, in a good literacy lesson in Year 6, pupils enjoyed working in pairs, matching starts and ends of sentences and classifying them into similes and metaphors. In an outstanding mathematics lesson in Year 4, pupils enjoyed the teacher's challenging questions about how they calculated answers to a range of mathematical problems.

Pupils' achievement is satisfactory, although progress varies slightly between classes. In some lessons, teachers do not involve all pupils sufficiently in discussions and when this happens, their learning slows. For example, in part of one mathematics lesson, only a few pupils were encouraged to answer questions and consequently time was wasted for some pupils who did not extend their knowledge. In addition, more-able pupils are not always enabled to work at a high enough level. Although pupils with special educational needs and/or disabilities make satisfactory progress, the work provided in everyday lessons is not always tailored closely enough to their specific needs. They make good progress, however, during additional learning programmes. The good support provided for pupils who speak English as an additional language is equally effective for pupils from different first language backgrounds, enabling them to make good progress in their language development. Pupils' sound progress in developing basic skills, along with good aspects of personal development, prepares them satisfactorily for the next stage of education and later life.

Pupils behave well, cooperate with each other and work sensibly on the tasks they are given. Handwriting has improved since the last inspection and pupils now take more care over their written work. Most pupils say that if they have a concern, it is tackled swiftly by members of staff and they have a good understanding about how to stay safe and free from cyber bullying. Pupils are good at helping others and are especially proud of the part they played in designing the adventure trail and improving their classrooms. Pupils follow the school rules and respect cultural diversity. In one assembly, pupils in Year 5 demonstrated their good social awareness by discussing what it means to be a good friend. Pupils appreciate healthy food such as the lunchtime salad bar and enjoy taking part in sporting activities. Rates of attendance are broadly average because despite the school's discouragement, some families continue to take term-time holidays.

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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	2
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

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 set clear routines and their good relationships with the pupils enable them to manage behaviour well. Teachers explain vocabulary well, providing valuable support, particularly for those who speak English as an additional language. Tasks are explained clearly, but teachers sometimes concentrate more on what pupils are going to do rather than on what pupils of differing ability are expected to learn. Pupils do not have enough opportunities to consolidate their learning by responding to advice given in marking. Teaching assistants provide some good support for groups of pupils, including those with special educational needs and/or disabilities, especially when teachers plan specific tasks to meet their needs.

The curriculum has a suitable emphasis on the development of literacy and numeracy and the school is increasing cross-curricular work, making learning more meaningful, interesting and more challenging for pupils, including for the more able. The use of literacy skills is better developed than those in numeracy, with some missed opportunities for pupils to use their numeracy skills in science. Pupils appreciate the good enrichment opportunities provided including visits, visitors and the wide range of clubs.

Pupils are given good support, especially in personal development. School surveys show an increase in pupils' self-esteem and confidence over the last three years. Pupils make positive comments such as: 'Teachers listen to you if you are upset about anything' and

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'There is some bullying but everything gets sorted.' Measures taken to improve attendance are having an impact and there is good support for pupils when they first join the school.

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?

Leaders are united in striving to improve provision and pupils' progress. They embed ambition and drive improvement satisfactorily because they know what the school does well and how it should be improved. Leaders have generated a wealth of information but this is not evaluated fully to help refine areas for development and link them more precisely to expected improvement in pupils' outcomes. Leaders promote equal opportunities and tackle discrimination satisfactorily. All pupils are included well socially, and the school is working to eliminate unevenness in learning and progress, especially of more-able pupils.

The school's safeguarding arrangements are thorough and governors ensure that policies are reviewed frequently and implemented. Most parents and carers agree that pupils are kept safe at school. There are very few concerns expressed about bullying behaviour.

Governance is satisfactory and is improving. The governing body is well informed about the school and is starting to have an impact on improving provision and pupils' progress. The governing body has worked well with other leaders to improve the partnership between the school and parents and carers. Parents and carers are very positive about this aspect of the school's work, and a mathematics homework project is proving to be popular and successful. The school provides good opportunities for pupils to be involved in the local community and to learn about cultures other than their own. For example, pupils who speak English as an additional language enjoyed working with friends to translate their stories into English. International links are being developed to strengthen provision further.

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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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents and carers are pleased with the work of the school. They are especially pleased with the way that they are supported in helping their children at home and that their children are happy at school. The inspection team also found this to be the case. A small minority of parents and carers expressed concerns over the way behaviour is dealt with and with leadership and management. During this inspection, the inspection team found that behaviour was managed well in lessons and that the rare outbursts of unacceptable behaviour are dealt with appropriately according to school policy. Leaders are aware of how the school needs to improve and have suitable plans to improve provision and pupils' progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sparrow Farm 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	44	30	51	2	3	0	0
The school keeps my child safe	30	51	25	42	3	5	1	2
My school informs me about my child's progress	24	41	30	51	4	7	1	2
My child is making enough progress at this school	19	32	36	61	3	5	1	2
The teaching is good at this school	22	37	34	58	2	3	1	2
The school helps me to support my child's learning	26	44	31	53	1	2	1	2
The school helps my child to have a healthy lifestyle	21	36	33	56	5	8	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)	17	29	35	59	4	7	0	0
The school meets my child's particular needs	23	39	33	56	2	3	1	2
The school deals effectively with unacceptable behaviour	22	37	30	51	6	10	1	2
The school takes account of my suggestions and concerns	18	31	35	59	4	7	1	2
The school is led and managed effectively	25	42	26	44	4	7	1	2
Overall, I am happy with my child's experience at this school	30	51	26	44	1	2	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



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11 May 2011

Dear Pupils

Inspection of Sparrow Farm Junior School, Feltham TW14 0DG

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- Those of you who speak English as an additional language learn quickly.
- You behave well and enjoy coming to school.
- Well done for keeping healthy and for designing an interesting adventure trail.
- We agree with you when you say that teachers look after you well.
- The headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better.

- Make sure that you always complete work that is hard enough for you, especially those of you who are good at learning.
- Make sure that teachers know what you are all expected to learn in each lesson, involve you fully in discussions and give you enough opportunity to respond to their marking.
- Make better use of information on how well you and your teachers are doing so that leaders can make sure that everyone is successful.

Thank you once again for telling us about your school and letting us see your work. You could help your teachers by always taking part in class discussions.

Yours sincerely

Alison Cartlidge

Lead Inspector

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