

Berrymede Infant School

Inspection report

Unique Reference Number	101867
Local Authority	Ealing
Inspection number	376635
Inspection dates	17–18 October 2011
Reporting inspector	David Scott

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Yvonne Johnson
Headteacher	Billie-Ann Ohene
Date of previous school inspection	14–15 October 2008
School address	Castle Close Acton London W3 8RN
Telephone number	020 8992 6604
Fax number	020 8896 0469
Email address	office@berrymede-inf.ealing.sch.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 15 part-lessons in some cases, accompanied by members of the senior leadership team, and saw 11 teachers. Meetings were held with the headteacher, senior and middle leaders, a member of the governing body, staff and children. Inspectors observed the school's work, and looked at self-evaluation documentation, monitoring and assessment information, lesson plans, school policies and the school's safeguarding procedures. They analysed questionnaires from 54 parents and carers and seven from 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 the school's actions to raise attainment at Key Stage 1, particularly in writing.
- The effectiveness of teachers' use of assessment data to ensure that all children make similar progress, including the more-able children and those with special educational needs and/or disabilities.
- The effectiveness of actions to overcome weaknesses identified in the previous inspection and to confirm that the school has a good or better capacity for sustained improvement.

Information about the school

Berrymede Infant school is larger in size than most infant schools. The largest group of children are of Black African heritage. Almost all pupils are from minority ethnic groups and the proportion who speak English as an additional language is well above average. The number of children that join the school at times other than the usual starting points is much higher than that found nationally. The proportion of children known to be eligible for free school meals is well above the national average. Just over one in 10 children have special educational needs and/or disabilities, which comprise a range of barriers to learning but are mainly linked to speech, language and communication needs.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has improved rapidly under the very positive leadership of the headteacher. Good leadership at all levels, including governance, has rigorously addressed the weaknesses identified at the previous inspection. As a result, the school has raised attainment in all areas, particularly in reading, and has improved behaviour and attendance significantly. These actions demonstrate that the school has a good capacity to make further improvements.

The school's aim of 'Working together as a team' is seen at all levels and helps children to gain good spiritual, moral, social and cultural awareness. By the end of Year 2, they achieve well in their learning, and behaviour is good because the school has very high expectations of them. Staff work effectively to eradicate any differences in the achievement of groups of children. Information on children's progress is accurately captured and tracked. However, analysis by staff is not always robust enough to ensure that all children make the accelerated progress of which they are capable.

Senior staff have been successful in driving up children's academic performance and sustaining effective practice in supporting their personal development. Children feel safe and secure and have a well-developed understanding of what constitutes a healthy lifestyle. The partnership with parents and carers, and other agencies, is good and underpins and supports the school's outstanding levels of care, guidance and support. The school has good links with the local community, particularly with its partner primary schools, teacher training universities and sports service providers. The school instils in its children a clear sense of values, self-belief and above all, a joy of learning. As one pupil said, 'I love this school because we get to do fun things and the teachers explain the work well.'

Leaders have brought about many improvements through honest and constructive school self-evaluation. Concerted action, by all staff, has developed teachers' skills and, as a result, teaching and learning are good. Nevertheless, teachers are not routinely taking opportunities to extend children's writing skills, particularly for the more able. Leaders also know that there are examples of good assessment practice, but that the quality across the school is variable. The governing body meets its statutory responsibilities and supports the school's work well.

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What does the school need to do to improve further?

- Strengthen teaching to accelerate progress in lessons and to raise attainment, particularly in writing, by:
 - ensuring that children clearly understand how to improve their writing skills by providing sufficient opportunities, especially for the more able to edit and re-draft their work so that more can attain the higher levels
 - asking more enquiring questions in lessons which are effective in giving children opportunities to develop and explain their ideas fully
 - ensuring teachers use day-to-day assessments to provide activities that are challenging and carefully matched to the varied needs of all children.

- Increase the impact of distributed leadership so that leaders and managers at all levels, including members of the governing body, drive school improvement firmly by:
 - ensuring that tracking and monitoring information is analysed robustly by setting quantifiable measures against which to evaluate success
 - intensifying the programme for spreading good practice in assessment throughout the school, by coaching and mentoring.

Outcomes for individuals and groups of pupils

2

The quality of children's learning and progress in lessons is good. Children enjoy good relationships with staff and respond enthusiastically to tasks set by teachers. They demonstrate positive attitudes to learning and behave responsibly. In a Year 2 class, for example, children worked collaboratively in groups to explore and discuss their own ideas for retelling stories in the form of comic strips, using thought and speech bubbles. As a result of good questioning, children's knowledge and recall of complex words was impressive, as was their enthusiasm and excitement in their learning. Similarly, in a Year 1 science lesson, children were making comparisons between young and old animals. Here, they were able to construct their own success criteria using scientific language, which promoted independence in their learning and, as result, they made good progress. Personal and social development is good and helped through activities such as the good singing in preparation for the harvest assembly.

Attainment is above average by the end of Year 2. In 2011, girls outperformed boys. Despite this success, leaders are anything but complacent, being ever vigilant to continue to help boys to improve their writing skills. Overall, from average starting points when children enter Year 1, they make good progress and their achievement is good. Children who have special educational needs and/or disabilities do as well as their peers, as do those who are new to learning English, because of the highly

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effective levels of care and support they receive.

Children get on extremely well together and willingly take on responsibilities around the school. For example, they are proud to be school class representatives when they recently explored ways in which to support and understand the needs of disabled people. Children are aware of the world of work and are well prepared for their futures. They have a good understanding of relevant conservation issues, by first-hand experience of growing vegetables and flowers, as well as of recycling.

The school has worked effectively with children, parents and carers to emphasise the importance of good attendance, which has improved markedly since the previous inspection.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum meets the needs and interests of all pupils well. Children’s improving basic skills and information and communication technology (ICT) are complemented by a range of opportunities to develop their creative and problem-solving capabilities. The curriculum is enriched by productions, guest speakers, themed events, such as ‘Green Week’, and clubs ranging from gardening to yoga. These, together with visits and trips, provide good opportunities for children to broaden their social skills.

Classrooms are delightful, both indoors and out, with imaginative activities and attractive displays to capture and respond to children’s interests and enthusiasm. For

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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example, the garden with its wooden bridge over a large pond and seated area provides an area for quiet reflection and the study of various eco systems. As a result of these and more rigorous monitoring and support, teaching is good, and sometimes outstanding. Relationships between staff and children, and among the children themselves, are extremely positive. Teachers’ subject knowledge is strong so explanations are accurate and confident. Children who find learning difficult or who have particular learning barriers are supported very well because staff focus sharply on their needs. Nevertheless, although teachers’ explanations and marking ‘signpost’ clearly how children can improve their work, these are not always reviewed effectively. Also, they do not always use sufficiently probing questioning, to enable more-able children to attain the higher levels.

Staff provide outstanding levels of care and pastoral support at just the right time because they know and understand the children well. The inclusion team provides a wide range of support to enable these children to play a full part in school life and is increasingly successful at working with families who face particular challenges. Children whose circumstances make them the most vulnerable benefit greatly from the highly effective work the school carries out with external agencies.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The vision and clarity of purpose of the headteacher have created a welcoming and harmonious ethos which permeates throughout the school. As a result of this high degree of care and trust, staff support each other well. Weaker teaching has been tackled effectively and there is clear ambition to make sure that all lessons are good or better and that children achieve well. Consequently, teaching is improving and accelerating progress and learning.

The headteacher and deputy headteacher work well together to guide and support staff. They know the strengths of the school, and their determination to raise achievement for all children has created confidence and a real sense of purpose

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throughout the school and among parents and carers.

The school ensures that every pupil has an equal chance to learn and rigorously tackles any discrimination. Senior and middle leaders guide staff so that equality of opportunity and inclusion are real. Members of the governing body are supportive of the school and fulfil their statutory duties. They have a good understanding of the needs of the community the school serves. They are increasingly confident at challenging and holding the school to account with regard to children’s academic performance. The school has good procedures for safeguarding and risk assessment. These meet government guidelines and include high quality checks on adults and a carefully planned approach to managing the safety of children. Community cohesion is good because leaders have an effective understanding of their own community and the different faiths, ethnicities and cultures within it. The school’s international links are expanding and promote good awareness of global issues, for example through the establishment of a number of links with charities in East Africa and Somalia.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
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	2

Early Years Foundation Stage

Children settle into routines quickly and are keen and happy to learn as a result of high expectations. They enjoy learning together in this busy environment and behave

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well because they feel secure due to their warm relationships with staff. Overall, children start school mostly with skill levels that are below those expected for their age. By the end of Reception, they attain levels that are expected for their age and therefore make good progress. They make most gains in their personal and social development. They also make good progress with their communication and reading skills because of the focus on linking letters and sounds. This was demonstrated to great effect when the children used a variety of garden produce for their printing. Here, they were able to identify the many different fruits and vegetables, which helped them to recall apt vocabulary to describe the different patterns and shapes they were making.

Children engage well in a range of stimulating activities, indoors and out, carefully chosen to meet their needs and enthusiasms. They are given the opportunity to select and choose their own learning activities and respond well to encouragement and praise to explore and widen their choices. Teaching is good, with stimulating activities moving at an appropriate pace in a friendly and safe atmosphere. Teachers and helpers are perceptive and note down significant moments of each child’s progress, including those helped by parents and carers, in order to inform ‘next steps’. These records are used increasingly effectively to ensure that each child’s learning is moved forward. Leadership of the Early Years Foundation Stage is good. High levels of care and welfare are provided for all children, particularly those whose circumstances make them the most vulnerable. Partnerships with parents, carers and external agencies are strong so that specialist help is easily sought and provided when needed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An average proportion of parents and carers returned questionnaires. Almost all respondents were positive about the school, and felt that it keeps children safe and helps them to enjoy their time at school. The school’s own regular surveys of parents’ and carers’ views are similarly positive.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Berrymede Infant 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	63	18	33	1	2	0	0
The school keeps my child safe	31	57	20	37	1	2	1	2
The school informs me about my child’s progress	22	41	26	48	3	6	0	0
My child is making enough progress at this school	25	46	23	43	5	9	0	0
The teaching is good at this school	30	56	21	39	2	4	0	0
The school helps me to support my child’s learning	29	54	18	33	3	6	1	2
The school helps my child to have a healthy lifestyle	25	46	25	46	2	4	1	2
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)	18	33	28	52	6	11	0	0
The school meets my child’s particular needs	21	39	23	43	6	11	0	0
The school deals effectively with unacceptable behaviour	24	44	25	46	2	4	2	4
The school takes account of my suggestions and concerns	19	35	26	48	5	9	0	0
The school is led and managed effectively	26	48	22	41	2	4	0	0
Overall, I am happy with my child’s experience at this school	29	54	19	35	5	9	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



19 October 2011

Dear Children

Inspection of Berrymede Infant School, Acton W3 8RN

Thank you for welcoming us so warmly to your school and taking the time to talk to the inspectors. We really enjoyed meeting you and seeing you at work and play. We were particularly impressed with your singing in assembly in preparation for your harvest celebrations.

We came to find out as much as we could about your school and would like to tell you what is said in the report. You go to a good school where your headteacher and teachers make it a very special and welcoming place. You, your parents and carers told us that you like school and that it is a very caring and happy place where you feel really safe. You are respectful, polite and considerate towards each other. Your headteacher and teachers are determined to help you succeed, as are your parents and carers. Staff and governors know what they want to improve. So I have suggested to them that they:

- make your lessons even more interesting by planning work that will challenge and engage you, by asking more searching questions, especially for the more-able amongst you
- look closely and regularly at the information about your performance more carefully so that they can help you to progress even faster, particularly in writing, by giving clear advice on how to improve your work in all lessons.

You, too, can all play your part in improving the school by asking for help when you are having difficulties with your learning. It was very good to meet you all. I wish you every success for the future.

Yours sincerely

David Scott
Lead inspector

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