

# Strand on the Green Junior School

## Inspection report

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**Unique Reference Number** 102503  
**Local Authority** Hounslow  
**Inspection number** 376727  
**Inspection dates** 18–19 October 2011  
**Reporting inspector** Anthony Byrne  
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** 306  
**Appropriate authority** The governing body  
**Chair** Valerie Brown  
**Headteacher** Sue Harrison  
**Date of previous school inspection** 3–4 March 2009  
**School address** Thames Road  
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**Age group** 7–11  
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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were seen, taught by 16 teachers and meetings were held with a group of pupils, some governors and staff. Inspectors observed the school's work, and looked at records monitoring progress and teaching, plans, policies and risk assessments and 122 questionnaires returned by parents and carers.

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

- How well the school identifies pupils making slower progress than others and effectively intervenes.
- Whether or not lessons and assessment consistently challenge high ability pupils to reach their potential.
- If the school has enhanced provision so that the impact on pupils' personal development is even stronger than at the time of the previous inspection.
- The effectiveness of subject coordinators and year leaders in achieving the school's vision and goals.

## Information about the school

This large school serves a diverse community in Chiswick. The proportion of pupils known to be entitled to free school meals is above the national average. Just under half of the pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is higher than in the majority of schools. The proportion of pupils who have special educational needs and/or disabilities is above average and the most frequently occurring needs are emotional, social and behavioural difficulties. The school has a number of awards including Basic Skills Award, Healthy School Award and Sports Activemark.

**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

Strand on the Green Junior is a good school. Outstanding care, guidance and support and a good curriculum tailored to individual needs ensure that almost all pupils make good progress. There is some variation between attainment in English and mathematics from year to year, but in both subjects attainment is consistently above national levels. Writing is improving and boys, particularly in older year groups, were seen to be achieving as well as girls. Higher ability pupils are doing increasingly well and this was confirmed by work seen in Year 6 as some prepare for the Level 6 tests now available. Pupils with special educational needs and/or disabilities make good progress and some exceptional gains in reading ages have been made in response to intensive support programmes. Very good management of assessment data and targeted interventions ensure that among all groups few pupils fall behind.

All aspects of pupils' personal development are at least good, as at the time of the previous inspection, and some elements are outstanding. The affection and value that pupils hold for their school are evident and maturely recorded in written tributes and memories by recent leavers. Pupils proudly represent their diverse communities while enjoying school life harmoniously. Governors have a clear commitment to the school's role in serving its communities. Above average attendance is supported by pupils' enjoyment of learning. Their understanding of and enthusiasm for healthy lifestyles reflect their Healthy Schools and Activemark awards. Behaviour is usually good and was outstanding in some lessons seen. Difficulties that a few pupils are known to have do surface occasionally, but the school sustains their participation in mainstream education well and other pupils are tolerant. Parents' and carers' approval of their children's experience of school is reflected in the vast majority of questionnaires returned and the highly positive tone of views that many parents and carers took the trouble to add, such as: 'This is a really great school...our sons are flourishing in the inclusive, warm, encouraging environment and going from strength to strength academically.'

Teaching is good. No inadequate lessons were seen. Thorough knowledge of pupils' individual needs is very well supported by the overview supplied by senior management. Progress is regularly reviewed using thoroughly marked and annotated written work. Effectively using assessment during lessons as well as for recording progress was clearly demonstrated in some lessons, but is not yet a consistent feature in all. Teachers agreed with inspectors that sometimes they talk to the whole class for too long when some pupils could have made a quicker start.

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Governors have high expectations of the school. They examine cases made by senior managers for redirection of resources, based on clear analysis of where weaknesses have emerged. They then demand detailed accounts of the effectiveness of initiatives. This supports the good capacity to sustain improvement. The progress of higher ability pupils has improved, pupils with low reading ages are identified and supported to improve rapidly and boys' writing has developed well. Ambition and drive extend through the staff who feel empowered by senior management's clear direction, their willingness to work alongside and the time set aside to plan as year teams.

**What does the school need to do to improve further?**

- Deepen pupils' understanding of their learning and progress by:
  - being precise about what they are learning
  - making clear what constitutes success and giving reminders during the lesson
  - involving them in checking their own and each other's work.
- More frequently allow pupils, particularly the more able, to commence work independently.

**Outcomes for individuals and groups of pupils****2**

Pupils begin the school with broadly average attainment and a higher proportion than nationally make good progress to reach above average standards by the end of Year 6. Tracking records based on thorough reviews of pupils' work reveal any potential underachievers and all individuals or groups benefit from getting the support they need. Consequently, progress is good in lessons for all pupils, including those who speak English as an additional language, and pupils' books show a good amount of ground has been covered in this first half term. Additional help given on transfer into Year 3 speeds the development of reading. Improvement in mathematics is less secure for a few pupils who struggle and spelling persists as a weakness in some pupils' writing. Working in sets in Years 5 and 6 and initiatives relating to writing are accelerating progress and improving boys' interest and effort. Pupils responded well in one-to-one sessions with parents and carers who volunteer to offer their expertise in mathematics, or who are willing to listen to readers. All year groups are familiar with using computers and have been informed about e-safety.

The warm-heartedness that characterises the school gives pupils a strong sense of security and belonging. How very well pupils understand messages about healthy lifestyles, positive contribution and valuing diversity was captured in a recent Harvest Festival evening that pupils were able to reflect on with pride and pleasure. Soup made from produce grown in school gardens was served by pupils to parents and carers, and pupils performed celebrations of different faiths and cultures. Participation in extra-curricular clubs, sports and trips is high. A note from an adult

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arrived during inspection praising how well Year 4 pupils conducted themselves at the public swimming pool.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Knowledge of pupils, regular marking accompanied by annotation of how independently the work was carried out and regular reviews with year team colleagues give teachers a clear understanding of pupils’ needs. Lesson plans consistently reflect this foundation for good learning. Good relationships characterise all lessons, motivating pupils to work hard to please their teacher. Teachers’ subject knowledge is supported by subject coordinators in terms of resources and ideas. Teaching assistants give good support to pupils experiencing difficulties. Monitoring by school leaders is accurate and helps teachers to develop. There is no evidence of teaching that is below satisfactory and it is very rarely less than good or outstanding. Assessment gives pupils an idea of how well they are doing and in the best lessons it is used to involve pupils in understanding in depth. For example, in an outstanding English lesson, the teacher issued different groups with appropriate guidance to check their letters to a link school abroad for accuracy and interest, increasing the demand according to ability. Such opportunities to self-assess are not always a feature. Another inconsistency is that teachers sometimes do not make sure the pupils keep in mind the precise focus of the learning.

The curriculum is well designed with some outstanding outcomes in encouraging healthy lifestyles and offering memorable spiritual, moral, social and cultural

<sup>1</sup> 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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experiences. Basic skills including use of information and communication technology are developed well and endorse the school’s Basic Skills award. Art and drama are very well represented. There are excellent links with a variety of partners ranging from specialist coaches and parents and carers who volunteer to help with basic skills, to schools nearby and abroad. Participation in swimming, music and school performances is high. A good range of lunchtime and after-school clubs is on offer.

Outstanding care, guidance and support are given to all pupils. Those who come to breakfast club enjoy a pleasant, safe time. The management of support for pupils with special educational needs and/or disabilities is exceptionally well conducted. Appropriate resources are deployed to support them and monitored for effectiveness, including by a governor with specialist expertise. Very good partnerships with external agencies make good use of their resources and the school’s alertness and advocacy have secured statements of special educational needs in appropriate cases. Attendance has risen to above average and a few pupils who were persistently absent or late have improved attendance and punctuality. Listening to parents and carers is a feature of support. In response to concerns about children’s loss of confidence on transfer to secondary education, Strand on the Green Junior School runs an imaginative ‘virtual secondary’ experience for a week in Year 6. Child protection arrangements are secure and staff attended pre-arranged training with an external expert after school during the inspection.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The clear vision and commitment of the headteacher inspires staff to rise to her expectations. Staff morale is high because they are respected and supported. Assessment data are provided in clear and useful formats, as is information about pupils’ needs and recommended strategies to use. Planning time is allocated to good effect. There is a ‘no blame’ culture, but governors demand success and value for money. This is secured well through regular self-evaluation and comparison with external monitoring reports. Governors carry out their statutory duties well. They regularly review policies to tackle discrimination and secure equal opportunities, and by carefully tracking the progress of all pupils they ensure their effectiveness. Safeguarding procedures, including risk assessments and health and safety checks, are conducted very thoroughly. Partnerships with agencies, schools and other organisations are wide-ranging and strongly enhance pupils’ experiences and help meet their needs.

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The obligation to provide parents and carers with information about their child’s progress is very well met. Consultation evenings are supplemented by excellently presented records of achievement, sent home three times a year. Parents’ and carers’ written comments testify strongly to the school’s willingness to listen when they have concerns. Engagement with parents and carers is exemplary and very clearly connected to governors’ commitment to meeting needs in the communities the school serves. Recognising the very diverse and geographically wide-spread communities served, governors support the school, acting as a hub to unite these communities by inviting them to attend class assemblies and other events. Pupils are enabled to take pride in both their school and in the home communities whose cultures they celebrate. So far the role of the school in promoting community cohesion has developed spontaneously and well, but the school has not yet identified what further steps it can take.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## Views of parents and carers

The rate of returns was a little above average. Most questionnaires returned expressed positive views about the school and the inspection team endorses the confidence those parents and carers have that their children are happy, well cared for and making good progress. Approving additional comments say how helpful and supportive staff are, that the school generates a 'great sense of community involving parents and pupils', how good support is for pupils with special educational needs and/or disabilities, how more able pupils are extended, and how children's self-esteem and confidence grow.

Inspectors did not find evidence to support the few parents and carers who felt the school does not take account of suggestions and concerns. A concern raised by one parent about pupils making their way to a club in the infant school on the site has been responded to appropriately by the school. The school is taking steps to improve the slower progress of a few pupils in mathematics.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Strand on the Green 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 306 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	83	19	16	2	2	0	0
The school keeps my child safe	96	79	26	21	0	0	0	0
The school informs me about my child’s progress	79	65	37	30	3	2	0	0
My child is making enough progress at this school	74	61	41	34	2	2	0	0
The teaching is good at this school	84	69	35	29	0	0	0	0
The school helps me to support my child’s learning	86	70	32	26	1	1	0	0
The school helps my child to have a healthy lifestyle	75	61	40	33	4	3	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)	85	70	29	24	0	0	0	0
The school meets my child’s particular needs	71	58	44	36	2	2	0	0
The school deals effectively with unacceptable behaviour	64	52	48	39	3	2	0	0
The school takes account of my suggestions and concerns	69	57	41	34	5	4	0	0
The school is led and managed effectively	86	70	29	24	3	2	0	0
Overall, I am happy with my child’s experience at this school	95	78	25	20	1	1	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 October 2011

Dear Pupils

### **Inspection of Strand on the Green Junior School, London W4 3NX**

Thank you for the welcome you gave the inspection team when we visited. You go to a good school and you feel safe, behave well, take pride in your work and make good progress. Your attendance is above average. We checked if any of you were making slower progress than others. We found that the school is expert at analysing how well you are doing and quickly provides the right sort of help when you are finding your learning more difficult. Teaching is nearly always good and often outstanding because teachers know that a lot is expected of them, but the headteacher and senior staff provide them with all the information and resources they need to help you learn well. Staff plan well together and subject leaders help them to keep giving you stimulating challenges. We could see that some of you are on track to achieve very high targets. Governors take a keen interest in how you are doing and make sure that the school continues to improve.

Your personal development goes from strength to strength. You are very aware of healthy lifestyles and take part in vigorous exercise. We admired your Indian dancing and African drumming. You respect each other, you raise money for good causes and you conduct yourselves well out in the community. You come from very diverse communities and groups, living quite far from each other at home: we were impressed by the way you help the school to be a place for all your communities to join together when they come to your assemblies and celebrations. Pupils who have left have written about how they treasure their time at Strand on the Green Junior School and your time there is giving you experiences that you value in that same way.

The school cares for you exceptionally well and makes sure that you get all the support and guidance you need. Almost all of your parents and carers who returned questionnaires agreed with our view that yours is a good school. Thank you for your similar response.

We asked teachers and governors to make the school even better in the following ways.

- Help you to understand in lessons precisely what it is you have to achieve by the end, to keep reminding you and to give you time to check for yourself how well you are doing.
- Allow you to begin independent work without more instructions than you need.

Yours sincerely  
Tony Byrne  
Lead inspector

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