

# Ivybridge Primary School

Inspection report

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<b>Unique Reference Number</b>	102512
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	376729
<b>Inspection dates</b>	24–25 November 2011
<b>Reporting inspector</b>	Kathryn Taylor

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Squire
<b>Headteacher</b>	Caroline McKay
<b>Date of previous school inspection</b>	13 July 2011
<b>School address</b>	Summerwood Road Isleworth TW7 7QB
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	24–25 November 2011
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## Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons taught by 14 teachers, and also support staff. They held meetings with pupils, members of the governing body and staff. Inspectors looked at a number of documents, including those related to pupils who have special educational needs and/or disabilities, attendance data, pupils' work, local authority reports on the school and safeguarding information. They analysed questionnaires received from 71 parents and carers as well as those completed by 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 factors that contribute to the school's success in closing the gaps in pupils' attainment by the end of Year 6.
- The school's efforts to raise pupils' attainment by the end of Reception and Year 2 and in writing across the whole school.
- The extent to which teaching caters for the needs of different groups of pupils.

## Information about the school

Pupils in this larger than average-sized school are drawn from a wide range of ethnic heritages. A high proportion of pupils speak English as an additional language, though a much smaller, but increasing, number are at the very early stages of learning English. The proportion of pupils identified as having special educational needs and/or disabilities, including those with statements, is above average. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The school has gained a number of awards which include Healthy Schools and Activemark. The school runs a breakfast club managed by the governing body.

The school roll has grown since its last inspection because the school has opened additional classes in Nursery, Reception and Years 1 and 2. Children enter the Early Years Foundation Stage Nursery in the September following their third birthday, on a part-time basis. They join Reception from September in the following academic year.

**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

The overall effectiveness of the school is good. It serves the needs of its community well. Staff ensure that families feel welcome. They involve parents and carers and help them to support their children's learning at home. Therefore, the majority of parents and carers say they are happy with the school and that their children enjoy attending.

Pupils achieve well. Attainment at the end of Reception and Year 2 is below average, but by the time pupils reach the end of Year 6, it is in line with the national average and rising, with few gaps in the attainment of different groups. Attainment in writing is a relative weakness. However, it is improving, due to the whole-school approach to extending pupils' speaking skills, vocabulary, enjoyment of reading and their opportunities to write at length.

Children get off to a good start in Nursery and Reception because provision is good. The increased focus on developing children's speaking, listening and early reading, writing and mathematics skills is helping to raise attainment in this part of the school. On occasions, however, there are missed opportunities to develop these skills as part of children's independent learning, especially outdoors.

Pupils make good progress as they move through the school. Their progress accelerates during Years 4 to 6 because teaching is especially strong and there are higher levels of additional interventions here to support pupils at risk of underperforming.

Pupils' good attitudes make a positive contribution to their learning. Pupils try hard, listen well and persevere with tasks. Their good behaviour and considerate approach also helps ensure that lessons can proceed without interruption and everyone's contributions are valued.

Teaching is good. Staff form very positive relationships with pupils, develop their confidence and encourage them to do their best. Strengths include high expectations, creative approaches, good use of homework and thorough planning and preparation of lessons. Skilled teaching assistants make a good contribution to preparing materials and to pupils' learning. Occasionally, the pace of learning is too slow and pupils are expected to listen for too long. Also, the quality of marking varies in its usefulness to pupils in helping them to improve.

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

Excellent care, guidance and support for pupils ensure a very rigorous approach to supporting pupils, including those who are particularly vulnerable or have additional needs. It also ensures pupils feel very secure and valued, and helps them to develop an excellent understanding of how to keep themselves safe, both in and outside of school.

Leaders embed ambition and drive improvement well. Leaders at all levels share a common vision and approach. Good self-evaluation means they have identified the right priorities for improvement. Leaders work closely in partnership with a wide range of schools and community groups. Formal monitoring and evaluation of teaching and learning are regular, but leaders do not make enough informal visits to classes to support and guide teaching and address inconsistencies more promptly. The school nevertheless has a good track record of making improvements, as exemplified in recent improvements in English and for pupils at the early stages of learning English. This, combined with staff's determination and high expectations, means the school has a good capacity for sustained improvement.

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

- Raise attainment in children's early reading, writing and mathematics skills at the end of the Early Years Foundation Stage by providing even more opportunities for children to develop these skills as part of their independent learning, especially outdoors.
- Raise overall attainment in Years 1 to 3 and in writing across the school by:
  - addressing any weaknesses and inconsistencies in teaching, especially those linked to marking, use of time and the pace of lessons
  - increasing leaders' informal visits to class so as to support and guide teachers more regularly.

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

Pupils of all abilities make good progress throughout their time at the school and attainment is average by the time they leave. The whole-school approach to improving pupils' English skills, combined with some additional interventions, supports the increasing number of pupils at the early stages of learning English, to make good progress.

Pupils learn well in most lessons. For example, in Year 6 when converting decimals to percentages, pupils of all abilities learned extremely well because the teacher explained new concepts very carefully and helped some pupils overcome gaps in their previous learning. Similarly, in an English lesson in Year 1, the teacher captured pupils' imagination by using masks and 'a cloak filled with sparkling magic' to help children to gain confidence to retell a story.

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Pupils’ spiritual, moral and social development is good. Staff act as good role models, as noted by the pupil who said, ‘Our teachers respect us so we respect them.’ Pupils are thoughtful and reflective. They develop a good understanding of cultural diversity.

Pupils make a good contribution to ensuring the school runs smoothly and are actively involved in their local community. They respond well to opportunities to contribute to decision-making linked to their learning, for example suggesting what teachers might include when planning their learning journeys, suggesting the school purchase pens to help them improve their handwriting, and that staff give them more ‘thinking time’ at the end of lessons.

Pupils’ good achievement, combined with their well-developed social skills and their ability to work independently, mean they are well prepared for secondary school by the time they leave.

*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>	<b>3</b>
The quality of pupils’ learning and their progress	<b>2</b>
The quality of learning for pupils with special educational needs and/or disabilities and their progress	<b>2</b>
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	<b>3</b>
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Although not consistent in every class, the majority of teaching is good and occasionally it is outstanding. Teachers go to great lengths to plan interesting, well-resourced lessons that match the full range of abilities. In lessons in Year 2, for example, lots of practical equipment was prepared. This supported pupils with special educational needs and/or disabilities or those pupils who speak English as an additional language to work independently. Similarly, pupils in Year 4 had good ideas

<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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for writing because the task was linked to a previous visit to the British Museum. In the satisfactory lessons, teachers tend to talk for too long, which slows pupils’ learning, or they stick to their original plans even when it becomes clear that not all pupils understand.

Teachers record individual pupils’ progress well and keep good ongoing records which they use to plan for pupils’ different abilities. They ensure pupils know what they are meant to be learning and guide them during lessons. Pupils say that the targets teachers have set for them help them to improve and older pupils are able to identify their own targets to aim for. Marking is regular in most classes and teachers’ comments usually guide pupils towards improvement, though there is less evidence of pupils being given time to reflect on and respond to adults’ written advice.

The curriculum reflects pupils’ needs and includes many interventions for groups, including pupils joining the school late and those who have special educational needs and/or disabilities. It includes a wide range of visits, visitors and well-attended after-school clubs. The curriculum also contributes very well to pupils’ personal development, ensuring, for example, that pupils learn to develop safe and healthy lifestyles, as reflected in the school achieving the Healthy Schools and Activemark awards. The current focus on linking different subjects together to help pupils to make connections between learning in different subjects is having a positive impact on pupils’ enjoyment. As yet, this is too new for the school to have evaluated its impact on their attainment and progress.

Outstanding care, guidance and support means vulnerable pupils and families, including pupils with complex learning and behavioural needs, are exceptionally well supported and achieve well. The parent support worker and the strong partnerships with external agencies and specialist schools support this aspect very well. The breakfast club provides additional support for families, and a cosy and welcoming environment in which pupils can relax and enjoy each other’s company. The school’s sterling work to improve punctuality and reduce persistent absence has been effective in bringing attendance to an average level.

*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	<b>2</b>
<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 headteacher, deputy headteacher and other leaders share a strong commitment to the school and pupils and a determination to remove any barriers to learning.

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They set challenging targets and ensure that the school’s priorities focus on addressing the most important weaknesses. In response to the school expansion, a wider leadership structure has been introduced. Middle leaders are enthusiastic and skilled. They have a good grasp of what needs to be done to raise attainment within the school and their phases. Although formal monitoring and evaluation of teaching and pupils’ work are regularly undertaken, leaders at all levels recognise the need to provide more ongoing advice, support and challenge to staff.

Leaders and staff work very hard to develop and maintain good links with parents and carers. The school has also developed good partnerships with other schools, institutions and external agencies that contribute well to staff development and supporting pupils.

Members of the governing body are supportive and proactive. They have an in-depth knowledge of the local community and bring a good range of skills to the task. They have a clear overview of the school’s strengths and weaknesses, and liaise well with parents and carers. The governing body ensures that statutory requirements, including those related to the safeguarding of pupils, are met well. Regular risk assessments are undertaken, child protection procedures are robust and good attention is given to the safety of the staff and pupils.

Equality of opportunity is promoted well. Consequently, many groups, including pupils with special educational needs and/or disabilities, outperform similar groups nationally by the time they leave. Staff also ensure an inclusive ethos and that all groups are fully involved in activities.

The school makes a strong contribution to community cohesion at the local and wider community levels because staff and leaders are very well informed about the backgrounds and needs of families. Links with schools in the United Kingdom and internationally are established, but not as well developed.

*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	<b>2</b>
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>



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

**2**

## Early Years Foundation Stage

Although historically attainment on entry to the Nursery has been well below that usually found, there is an improving pattern. That said, children’s skills on entry remain below those usually found.

Because of the very warm welcome and high standard of care children receive, they settle quickly into Nursery and Reception and develop very trusting relationships with staff. A strong and consistent emphasis on promoting children’s personal and social development means they quickly establish routines, and develop confidence and independence.

Children in both Nursery and Reception make good progress and learn well because staff understand how young children learn best and build on their interests to extend their learning indoors and outside. This was evident when children in Nursery were enjoying working outdoors, happily sponging the vehicles in the ‘bike wash,’ practising balancing and learning to jump greater and greater distances across a number line. In Reception, outdoor learning is also promoted well and includes regular expeditions to the ‘school forest’. Here, children take part in a wide range of activities that develop their imagination, as well as helping them to explore the different creatures, colours and smells evident throughout the seasons.

There is a good focus on developing children’s speech and on raising attainment in early reading, writing and mathematics. In Nursery, for example, the staff interacted well with children skilfully modelling the correct use of English, introducing and repeating new vocabulary, and extending children’s speech through open-ended questions. The whole-class teaching of number, sounds and letters is regularly timetabled in Reception. Lessons are then well linked to further small group activities. There are, however, some missed opportunities to encourage and develop children’s writing and mathematics skills during independent activities, especially outdoors.

Assessments are ongoing and include parents’ and carers’ contributions. Adults make timely assessments of children’s progress and plan how activities might later be amended to extend learning and build on children’s interests.

Good leadership has enabled staff to respond well to the expansion of the Early Years Foundation Stage while also making improvements to provision. The new system for tracking children’s progress has the potential to provide greater continuity in learning as children move through Nursery and Reception and help staff to check children’s progress more thoroughly.

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*These are the grades for the Early Years Foundation Stage*

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

## Views of parents and carers

The table below shows that the majority of parents and carers are very satisfied with the school. They feel that this is a very caring school where pupils are safe and their personal development is supported well. The inspection confirms this. A minority of parents' and carers' concerns relate mainly to how well their children's individual needs are met and how well pupils behave. During the inspection, the inspection team judged that pupils' personal needs are met very well, but that there are a few inconsistencies in pupils' progress. Inspectors found that most pupils behave well and that the school manages challenging behaviour effectively.

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

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

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

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	68	21	30	1	1	0	0
The school keeps my child safe	37	52	28	39	4	6	0	0
The school informs me about my child’s progress	45	63	22	31	2	3	2	3
My child is making enough progress at this school	37	52	28	39	3	4	1	3
The teaching is good at this school	35	49	33	46	0	0	1	1
The school helps me to support my child’s learning	37	52	28	39	3	4	2	3
The school helps my child to have a healthy lifestyle	27	38	38	54	2	3	1	1
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)	35	49	29	41	2	3	1	1
The school meets my child’s particular needs	31	44	27	38	9	13	1	1
The school deals effectively with unacceptable behaviour	36	51	24	34	3	4	5	6
The school takes account of my suggestions and concerns	29	41	30	42	3	4	4	6
The school is led and managed effectively	32	45	29	41	2	3	3	4
Overall, I am happy with my child’s experience at this school	40	56	24	34	3	4	2	3

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.**



28 November 2011

Dear Pupils

### **Inspection of Ivybridge Primary School, Twickenham TW7 7QB**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and watching you at work. We found that yours is a good school.

These are our main findings:

- You enjoy school, behave well and work well in lessons. You help your school to run smoothly and make suggestions about how it can be improved.
- You make good progress in your learning because staff teach you well and provide lots of interesting activities including clubs, visits and visitors.
- By the end of Year 6, standards are similar to those found in other schools.
- You understand how to lead a healthy lifestyle and have an excellent understanding of how to stay safe.
- Leaders lead the school well and ensure that you are extremely well cared for.

We are asking the school to make the following changes so that you do even better.

- Help some of you to reach higher standards in English and mathematics and all of you to continue to improve your writing skills.
- Ensure that teaching in some of your lessons is even better.
- Ensure that leaders check your lessons more often so that they can spot any problems more quickly.

All of you can help by continuing to work hard and do your best.

Yours sincerely

Kathryn Taylor  
Lead inspector

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