

# Southville Junior School

Bedfont Lane, Feltham, Hounslow, TW14 9NP

## Inspection dates

17–18 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a good and improving school. Pupils make fast progress, especially in Years 5 and 6.
- Pupils make good progress in English and mathematics from their starting point on entry. Reading is a particular strength.
- Overall, teaching is good and improving. This has helped to accelerate the progress of almost all pupils and raise standards in English and mathematics.
- Teachers have high expectations and effectively develop pupils' independent learning skills.
- Pupils come from a wide range of backgrounds and get on very well together. The school is a harmonious community.
- Pupils' good behaviour and positive attitudes to learning are important ingredients in pupils' success. They feel safe and secure and are well cared for.
- Senior leaders and middle managers work together successfully with governors and the local authority to drive improvement. They make effective use of staff and other resources and as a result, pupils' progress has accelerated at a good rate in recent years.

### It is not yet an outstanding school because

- Pupils are not always clear about their learning targets and how to achieve them, especially in mathematics.
- There are occasions when the more able are not challenged enough in lessons, particularly in mathematics. In addition, pupils' presentation skills in books are not always of a good enough standard.
- Middle leaders do not always make sure that teachers put into place the advice they are given on how to improve their teaching.

## Information about this inspection

- Inspectors observed 18 lessons, of which two were joint observations with senior leaders. In addition, the inspection team made a number of shorter visits to other lessons.
- Meetings were held with: two groups of pupils; two representatives from the local authority; the Chair of the Governing Body, the vice chair and one other governor; and senior leaders and middle managers.
- Inspectors looked at documents relating to raising the attainment of pupils, the performance management of staff, the tracking and assessment of pupils' attainment and progress, pupils' books, school policies, records on behaviour and safety, attendance data and safeguarding documents, and evaluated the quality of the monitoring of teaching and learning.
- Inspectors took account of 16 responses to the online Parent View and the outcomes from the school's own survey of parental views. Other parental views were sought at the start of the school day.
- Inspectors scrutinised four questionnaires completed by staff.

## Inspection team

Zahid Aziz, Lead inspector

Additional inspector

Victoria Turner

Additional inspector

Nickolas West

Additional inspector

## Full report

### Information about this school

- Southville Junior School is larger than the average-sized junior school.
- The proportion of pupils known to be eligible for the pupil premium funding is above the national average.
- The proportion of pupils supported at school action and school action plus or with a statement of special educational needs is above average.
- The percentage of pupils from minority ethnic backgrounds is double the national average, but the proportion of pupils who speak English as an additional language as beginners is below average.
- The school provides breakfast- and after-school clubs and care which is managed by the governing body.
- The school is member of the Education Improvement and West Partnerships. The school is also a member of Sports Impact and the Feltham Primary School Sports Association.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Strengthen the quality of teaching and learning by making sure that teachers:
  - are always clear about their learning targets and how to achieve them, especially in mathematics
  - provide learning activities which are challenging for those of higher ability, especially in mathematics
  - insist on high standards of presentation in pupils' books.
- Improve the impact of middle leaders by:
  - making sure that teachers put into place the advice they are given on how to improve their teaching.

## Inspection judgements

### The achievement of pupils

**is good**

- Leaders have effectively tackled previous underachievement and as a result pupils now achieve well over time. Their progress in Years 5 and 6 is rapid because teachers use a range of effective measures to improve pupils' performance.
- Achievement is not yet outstanding because higher ability pupils are not always sufficiently challenged in some lessons.
- Improved arrangements when pupils first join the school have resulted in pupils' progress accelerating at a good rate in Year 3.
- Pupils enjoy reading books and most can read a variety of texts with confidence and understanding. They make good use of their phonics (letters and sounds) knowledge to decode words if and when they get stuck.
- Rates of progress are generally at least good. For instance, in a mathematics lesson in Year 4 seen during the inspection, teachers' excellent subject knowledge inspired and stretched pupils throughout the lesson.
- Disabled pupils, those who have special educational needs and those whose circumstances make them vulnerable receive a high level of well-targeted support. Consequently, they make good progress. Pupils eligible for pupil premium and who are learning English as an additional language also achieve well because one-to-one support is effective.

### The quality of teaching

**is good**

- Pupils make good progress because teaching is mostly effective. The majority of parents and carers feel that their children are happy in school and make good progress. Inspectors agree.
- Teachers have good subject knowledge and concepts are taught securely. They plan lessons that enable pupils to develop a range of basic skills across the curriculum.
- Teaching of pupils is well managed with resources being directed to those who need them most. For example, an additional class teacher to support learning in Year 6 has improved pupils' progress in English and mathematics. The teaching of disabled pupils and those with special education needs is good because of skilled and knowledgeable interventions, for example speech therapy support for Years 3 and 4. In addition, the use of a highly structured reading strategy in Year 6 has been very effective.
- Teaching of reading, writing and mathematics is mostly effective. However, in mathematics, tasks are not always demanding, especially for those of higher ability. Some pupils also are not sure about their targets and what must be done to achieve them in the subject. As a result, their progress is not as fast as it could be.
- Marking is regular and effective. This means that pupils know what they do well and what must be improved. Presentation of work in books is not consistently of a good enough standard.
- Creative subjects provide plenty of opportunities for pupils to learn about cultural diversity in a way that promotes tolerance and harmony. Teaching makes an effective contribution to pupils' spiritual, moral, social and cultural development, particularly supporting pupils from different backgrounds to work effectively together and to reflect on life in a multi-racial society. For example, there was a lively debate in a Year 4 class about whether should there be a mosque in every town.

### The behaviour and safety of pupils

**are good**

- Most pupils have a positive attitude towards their learning. They enjoy coming to school as demonstrated by their above average attendance. Leaders have worked effectively with hard-to-reach families to improve attendance rates for those who do not attend regularly enough.

- Persistent absence has been reduced since the last inspection due to effective intervention work, including good use of the Family Support Advisor.
- Pupils behave well in class and outside in the playground. On the rare occasions when individuals misbehave, staff deal effectively with them so that they see the error of their ways. Pupils know what bullying is and its different forms. Pupils say that bullying is rare and instances are tackled well by staff. Pupils know about the dangers of using the internet, and about fire safety and road safety matters.
- Pupils are polite and respect their peers and adults. They know the difference between right and wrong and the consequences of any inappropriate behaviour. They have clear understanding of the school's rules and expectations and follow them.
- There have been very few exclusions since the last inspection. Any bullying is dealt with effectively and so are the very rare racist incidents. As a result, most pupils feel happy and safe.
- Pupils make a positive contribution to the school and wider community. For example, they take responsibility as class captains, eco warriors and sports leaders. The school council makes a difference by improving facilities.

### **The leadership and management** are good

- This is real strength of the school. The strong headteacher is ably supported by his team which have worked to improve pupils' achievement since the last inspection. Clear, detailed and useful feedback following lesson observations carried out by leaders has helped to improve teaching and pupils' progress. As a result, teaching over time is now good.
- Performance management is rigorous linked to the progress pupils make and to the quality of teaching. Staff receive effective training to support school priorities such as improving mathematics. Any staff identified as requiring improvement receive appropriate support and guidance to improve. As a result, teaching is now good and better than at the time of the last inspection
- The school has the capacity to improve further. As a result of actions taken by key leaders and governors, the achievement of the pupils has accelerated, teaching has improved and behaviour and safety are now good. Leadership tasks are appropriately shared and subject leaders and key stage coordinators are suitably involved in the regular follow-up of lesson observations. That said, middle leaders do not always check that teachers have acted upon lesson feedback advice to improve teaching and learning. External consultants have also helped to improve teaching and assessment, particularly in checking that there are agreed standards about the quality of writing, so that judgements made about its quality are secure. They feel very much part of the team and their individual contribution is valued.
- The local authority has played a decisive role to ensure that school had their support and challenge to move it forward. The school has received good support to raise standards in recent years. As a result, achievement and behaviour have improved and the local authority now only provides light touch support for the school.
- There is a secure and reliable system in place for the tracking of pupils' progress. The information obtained through these processes is used to improve teaching, learning and individuals' progress.
- Strong partnerships exist with local schools that help to provide smooth transitions to all stages of education.
- Safeguarding procedures, including staff recruitment and staff vetting arrangements, are firmly in place.
- **The governance of the school:**
  - The governors are realistic and have an accurate knowledge and understanding of the school's performance.
  - Breakfast club and after-school clubs managed by the governing body work well and help to

improve attendance and strengthen links with hard-to-reach families.

- They hold senior leaders to account well and are instrumental in raising the standards achieved through effective performance management.
  - They have a clear focus on raising the achievement of all pupils, especially those who are at risk of not performing well.
  - Governors know the quality of teaching in the school because they are trained to observe and evaluate it. Information about pupils' progress is used effectively to allocate funds to those pupils who most need them. They make a positive contribution by listening to pupils read, supporting them to become better readers.
  - They help to bridge the gap between the school and the community, for example, through organising Christmas events to involve parents and carers and others in the life of the school.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102497
<b>Local authority</b>	London Borough of Hounslow
<b>Inspection number</b>	404823
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	345
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rebecca Ingoe
<b>Headteacher</b>	Mr John Norton
<b>Date of previous school inspection</b>	19–20 January 2011
<b>Telephone number</b>	020 8890 3731
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