

Berkeley Primary School

Cranford Lane, Hounslow, TW5 9HQ

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement because lessons are not well planned enough to meet the different needs of pupils adequately.
- Too few pupils attain the higher levels in reading, writing and mathematics by the end of Years 2 and 6.
- The teaching and assessment of phonics (the sounds letters make) does not enable most pupils to reach the levels they should by the end of Year 1.
- The checks on children's learning in the Early Years Foundation Stage are inconsistent and their progress is too variable.
- Teachers' marking does not always help pupils move on to the next steps in their learning and pupils' progress slows.
- Plans to improve the school identify the correct areas to develop but lack sufficient detail to ensure all staff play their part in driving forward the improvements.
- The role of leaders in using information about pupils' progress and standards to identify and address weaknesses is just beginning and is not making a difference quickly enough on the levels pupils attain in some classes.
- The governing body has too many vacancies and has only very recently begun challenging the school's performance effectively.

The school has the following strengths

- The new executive headteacher has won the support of staff, pupils and parents.
- Newly appointed leaders have been successful in starting to improve the quality of teaching and this has led to some improvements in pupil progress.
- Pupils' attendance has improved and is now above the national average.
- A highly positive ethos prevails throughout the school. Pupils feel safe and are eager to learn and do well.

Information about this inspection

- Inspectors observed 34 lessons or part lessons. Some lessons were observed jointly with the senior staff and the headteacher.
- Meetings were held with the Chair of the Governing Body, school managers, the school council, consultant staff from the local academy trust and a representative from the local authority.
- Inspectors took account of parents and carers through two telephone calls to Ofsted, 20 responses on the online questionnaire for parents (parent view) and informal discussions in the playground. Inspectors also interviewed senior leaders, subject leaders, teachers, support staff and analysed the results of 41 staff questionnaires.
- Inspectors observed the school's work, lesson planning, data on the pupils' attainment and progress, minutes of the governing body, plans to improve the school, performance management documents, attendance and behaviour records and the work in pupils' books.

Inspection team

Raymond Prentice, Lead inspector

Additional Inspector

David Hogg

Additional Inspector

Veronica Young

Additional Inspector

Full report

Information about this school

- Berkeley Primary School is a larger than average primary school.
- A new executive headteacher took up post in September 2012 following recruitment difficulties to appoint a headteacher. Several senior leaders were appointed at the same time.
- The proportion of pupils for whom the school receives additional funding (the pupil premium), including those eligible for free school meals, is much higher than average.
- The majority of pupils come from minority ethnic groups mainly Indian, Pakistani and African.
- A large majority of pupils speak English as an additional language.
- Almost one third of pupils are identified as having a special educational need which is well above the national average. Of these, 73 pupils are supported at school action and 58 at school action plus or with a statement of special educational needs.
- The school meets the government's floor targets, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching and raise pupils' attainment in reading, writing and mathematics by:
 - making sure teachers plan for lessons which build upon what pupils can already do and set learning activities at the right level of challenge for all pupils, especially the more able
 - regularly reviewing pupils' development in lessons and modifying tasks to increase pupils' rates of progress to increase the number of pupils achieving the higher levels in all year groups
 - ensuring marking enables pupils to reflect on their work and be guided to improve more carefully
 - improving the teaching of phonics so more pupils attain the required level by the end of Year 1
 - securing the accuracy of regular assessments and target setting throughout the school.
- Improve leadership and management by:
 - ensuring plans to improve the school are clearer and more precise in what needs to be done, when it needs to be done and how leaders will check it is bringing about the desired impact of raising pupils' achievement
 - implementing a more comprehensive staff training plan to improve the skills of teachers
 - increasing the frequency of classroom visits and checks on pupils work in order to provide regular feedback to help teachers improve pupil results and enjoyment
 - extending the use of information about pupils' performance by all staff, particularly subject leaders, to drive improvement
 - raising the effectiveness of the governing body in checking for themselves how well the school is doing and using this knowledge to challenge and support the school's leaders more successfully.

Inspection judgements

The achievement of pupils

requires improvement

- Progress is uneven across the school. Too few pupils reach the higher levels compared to those nationally and standards have remained below average across the school in reading, writing and mathematics.
- Progress for children in the Early Years Foundation Stage has been patchy. Inaccurate assessments and low expectations of what the children could achieve have contributed to their variable rates of achievement. As a result of swift actions taken by the new leaders children's progress is now improving as observed during the inspection.
- Standards across the school have been too low because teaching has not been good enough to secure better than adequate progress and checks on how well pupils are performing have not been precise enough. For example, pupils' ability to use phonics (the sounds letters make) was unacceptably low at the end Year 1 in 2011-2012. As a result, these pupils did not gain a solid foundation upon which to learn to read.
- Many pupils have made good progress by the time they leave Year 2, however this rate of progress slows in Years 3 to 6 where over time almost all pupils make the progress they should by the end of Year 6 and few achieve well.
- The number of pupils achieving the higher levels by the end of Year 2 in writing is increasing slowly but fewer pupils achieve higher levels in reading and mathematics. Information provided by the school shows that attainment levels in Years 3 to 6 are beginning to improve and are broadly in line with the national expectations. This is partly a result of the actions leaders have made to improve the quality of teaching.
- Similarly, following swift action by the phase leader, assessment information demonstrates that Year 1 pupils are now beginning to make good progress in acquiring their phonic skills and that new leaders have been instrumental in beginning to improve achievement.
- Pupil premium funding has been used effectively to fund an attendance support worker, provide wider opportunities to access portable computers and software linked to what they are learning. Attendance has risen for pupils for whom the funding is directed and they made significantly more progress than other pupils in 2012.
- The school works hard to make sure pupils from all backgrounds have the same chances to fulfil their potential. Pupils who find learning difficult, those from a wide range of ethnic minorities and those who speak English as an additional language, make better than expected progress because of effective small-group teaching.

The quality of teaching

requires improvement

- Teaching requires improvement because teachers do not set work at the right level for different groups of pupils. This means that too many pupils are not always challenged and do not reach the levels they are capable of achieving. Too few reach the higher levels in reading, writing and mathematics in Years 2 to 6.
- Lesson planning is inconsistent and typically omits exactly what different groups of pupils need to learn based on a secure knowledge of what they can already do. Additional adults do not always know what they should be doing to support pupils' learning. These result in pupils' slow and uneven progress.
- Sometimes teachers' knowledge in mathematics and phonics is inaccurate and pupils' errors are left uncorrected. In these cases, lack of timely feedback prevents pupils from learning from their mistakes. An inconsistent approach to planning and teaching in phonics means pupils at the early stages of learning to read do not acquire the necessary skills to read as well as they can. Good progress has been made in reversing this trend but there is more to do to ensure all staff, including senior leaders, are capable of teaching and improving the outcomes for pupils.

- Too often teachers closed questions preventing pupils from thinking deeply and solving problems by themselves. In an effective poetry lesson in Year 2 using 'nonsense words' the teacher used open-ended questions skilfully to probe what pupils knew and adapted learning activities to meet learners' needs. Pupils relished the increased challenge, were enthused and made more rapid progress than had been planned.
- Pupils' work is not marked consistently or regularly enough in all classes. Pupils are not always made aware of their mistakes and opportunities are missed to develop learning by providing appropriate next steps or making pupils aware of their targets and how to achieve them.
- As a result of new appointments, increased checks by leaders and recent staff training, the amount of good teaching is increasing. Senior staff have begun tackling inadequate teaching and previously low expectations of what pupils could do which has hindered the pupils' attainment.
- Teachers and support staff have positive relationships with pupils. However, at times pupils are too passive in lessons and teachers do not use appropriate approaches to ensure pupils participate and contribute as much as possible. Consequently, progress and interest in learning is slow.
- Pupils are given plentiful opportunities to develop their social, moral, cultural and spiritual development such as a Year 3 assembly where pupils led an assembly to celebrate Diwali. Creative work is sometimes well linked to the development of literacy with a colourful installation of story boxes on the London 2012 Olympics drawing together pupils' art, design and technology and writing skills.

The behaviour and safety of pupils are good

- Pupils have highly positive attitudes to learning. Even when teaching is not effective or stimulating they rarely disrupt lessons though do become less attentive and engaged.
- Behaviour is consistently good across the school. Pupils are overwhelmingly supportive and proud of their school. They are polite, confident and well mannered in classes and around the school. They confidently greet guests and hold open doors for each other.
- Behaviour records of incidents are clearly recorded and managed. These systems are successful in maintaining the good standards of behaviour seen across the school.
- Bullying and racial incidents are rare and when they do occur, pupils rightly report that the staff deal with them effectively. Pupils articulate the different types of bullying clearly and explain how derogatory and discriminatory language, including homophobia, is not tolerated.
- Pupils report that they feel safe and know how to keep themselves safe from harm.
- Staff and parent views are positive about the standard of pupils' behaviour in the school.
- Through partnership with a local school and use of the pupil premium, previously below average attendance has been improved in a short space of time and are now above average.

The leadership and management requires improvement

- The executive headteacher has the unanimous support of the staff and has gained the confidence of parents in a short space of time. Parents report positively on the family atmosphere in the school and find close links with teachers helpful.
- Leaders have an accurate view about the quality of teaching. Staff morale is high and they are committed to working hard to improve the school as recent improvements in teaching show.
- Recent monitoring of teaching, including effective support from the local authority review, has increased the proportion of good teaching recently but too much teaching still requires improvement and none is outstanding.
- Subject leaders and new senior staff are at the very early stages of analysing the school's

performance data and monitoring the work of all teachers in the school. Leaders and managers have recently monitored teachers planning, observed their lessons and looked at work in pupils' books. Feedback to improve teaching is beginning to improve pupils' results. However, more regular and direct guidance and training is needed to improve teaching more rapidly and achieve the increases required in pupils' attainment.

- Plans to improve the school identify the correct broad themes for improvement. However, they lack sufficient detail about the specific actions which need to be taken, how their impact will be measured against the outcomes for pupils or how they will be monitored, including by the governing body.
- Previously weak systems of performance management have been improved by the Governing Body and are being implemented. The new appraisal procedures contain more specific targets relating to the levels pupils are targeted to reach and pay progression linked to performance.
- The curriculum meets statutory requirements. A wide range of clubs including art appreciation and sporting activities along with pupil-led assemblies for parents promote pupils social, cultural, moral and spiritual development well. All of the subjects pupils study needs to meet the needs of more able pupils more effectively.
- The teaching of phonics needs to be more carefully planned and tracked to ensure higher levels are reached by all pupils at the end of Year 1. This needs to be followed up by swift action to make sure those pupils who do not achieve the required levels are given additional support to catch up quickly.
- Leaders have worked successfully over the last year to raise very low attendance levels and attendance is now above the national average.
- The Local Authority provides good support to the school. They have assisted the school in the appointment of a headteacher, conducted a teaching review, provide a range of training courses for staff, assisted in improving the accuracy of assessment in the Early Years Foundation Stage, early training in phonics and have an accurate picture of how the school performs.
- Safeguarding procedures meet statutory requirements although some administrative errors were corrected during the inspection.
- **The governance of the school:**
 - The governing body, supported by the local authority, has brought stability to the school following a period of difficult recruitment issues by appointing the new leadership team. Governors are aware of the quality of teaching in the school and some of what needs to be done to improve it. They have approved a new policy for managing staff performance and linked pupils' results to salary progression. Governors are aware of how the pupil premium is being used although they have not evaluated it clearly enough as they rely too heavily on the information provided to them by the school. They ensure that statutory requirements are met. One third of the governing body's membership is vacant. Despite their committed efforts to support and challenge the school, they have not until recently, monitoring and evaluating the school's performance effectively to raise pupils' achievement quickly enough.

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

Unique reference number	102522
Local authority	Hounslow
Inspection number	400554
Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	Philip Dobison
Executive Headteacher	Kevin Prunty
Date of previous school inspection	13-14 October 2009
Telephone number	020 8570 5700
Fax number	0208 572 6768
Email address	kpr@cranford.hounslow.sch.uk

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