

# Springwell Infant and Nursery School

Speart Lane, Heston, Hounslow, TW5 9EF

**Inspection dates** 11–12 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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.

- School leaders are ambitious and have high expectations for pupils and staff. Since the previous inspection, they have successfully addressed the dip in pupils' achievement by improving the quality of teaching.
- Pupils work hard and they make good progress in reading, writing and mathematics. Their attainment is significantly above average by the end of Year 2.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils. This is because they receive good quality support from skilled teaching assistants.
- Teaching is typically lively and imaginative and engages pupils' interest. Teachers use assessment information effectively to plan lessons that meet the needs of all pupils.
- Pupils enjoy school and they behave well. They feel safe in school because they know that adults care for them. Staff have created a delightful learning environment which encourages pupils to develop very positive attitudes towards school.
- The curriculum is very well planned and prepares pupils well for the next stage of their education. Additional experiences, such as music, dance and art, contribute to pupils' spiritual, moral, social and cultural development. The quality of art and music is a strength of the school.
- School leaders and governors have an accurate view of the school's strengths and areas for development and are well placed to continue to improve.

### It is not yet an outstanding school because:

- There are occasions when teaching does not challenge pupils because the pace of learning is too slow. Teachers do not always move pupils on fast enough when they have completed their work.
- Teachers do not ask enough questions that probe pupils' understanding to extend and develop their learning.

## Information about this inspection

- Inspectors observed 26 lessons or parts of lessons, seven of which were jointly observed with senior leaders. They attended the reception nativity and visited the playground at different times to observe pupils' behaviour. They scrutinised pupils' work in their books and they listened to them read.
- Meetings were held with school leaders, five governors and groups of pupils. A discussion took place by telephone with a representative from the local authority.
- Inspectors considered a range of documents including school plans for development, records of pupils' progress, the school's checks on teaching, minutes from governors' meetings and procedures for ensuring that pupils and staff are safe.
- The views of parents and carers were considered by analysing the 27 responses to the online survey, Parent View, and by holding informal discussions with parents and carers at the beginning and end of the school day. The 18 responses to the staff survey were also considered.

## Inspection team

Joy Considine, Lead inspector	Additional Inspector
Jill Thewell	Additional Inspector
Noureddin Khassal	Additional Inspector
Fatiha Maitland	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized infant school.
- The majority of pupils are from minority ethnic groups and the proportion who speak English as an additional language is much higher than average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for pupil premium funding is lower than average. In this school, the funding is used to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes.
- Since the previous inspection, the school has increased in size to become a four-form entry infant school and there have been considerable changes to the teaching team. Currently there is a significant building programme to create eight new classrooms, office accommodation and provision for two-year-old children.

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

- Increase the proportion of outstanding teaching and provide greater challenge for pupils by:
  - asking them more complicated questions that probe their understanding to develop and extend their learning
  - increasing the pace of learning by giving pupils more to do when they have completed their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment in reading, writing and mathematics is improving year on year and is significantly above average by the end of Year 2. Pupils, including those who are more able and those from minority ethnic groups, make good progress from their starting points and are well prepared for the next stage of their education.
- Disabled pupils and those who have special educational needs make progress at similar rates to other pupils. This is because skilled teaching assistants provide good support in class as well as in small groups. Pupils who speak English as an additional language make good progress because staff provide them with experiences and activities that help to develop their proficiency in English.
- Pupils eligible for pupil premium funding reach standards that are similar to those of their classmates. This is because teachers carefully track their progress and provide help if they are at risk of falling behind. Some additional funding is used to provide teaching assistants who help them in lessons.
- Children get off to a good start in the Early Years Foundation Stage. They start school with skills below the levels expected for their age, particularly in language and communication. Staff provide plenty of opportunities for them to develop their speaking and listening skills so they make rapid progress. This was seen during the inspection when reception children took part in their Christmas nativity play. They spoke clearly and audibly to an audience of proud parents, carers and staff.
- Pupils love reading and make good progress. Pupils in Year 2 read fluently and confidently and have a wide range of skills including in matching letters and sounds (phonics). They predict what might happen next in a story and respond to questions about the text by using inference and deduction.
- Writing is taught well throughout the school. Pupils' handwriting is neat and legible and their spelling and punctuation are mainly accurate. They write at length both in literacy and other lessons and select imaginative vocabulary to capture interest of the reader.
- Mathematics lessons are usually lively and fun. Pupils enjoy investigating number patterns to help them to understand how to add and subtract numbers. More-able pupils confidently halve and quarter numbers and construct and classify shapes according to their properties.
- Just occasionally, pupils do not make enough progress in lessons because they are not moved on quickly enough when they have finished their work and this prevents their achievement from being outstanding.

### The quality of teaching is good

- Teaching across the school is typically good and occasionally outstanding. This is because teachers have a good understanding of the learning needs of pupils and they plan lessons that build on what pupils already know and understand. They have high aspirations for pupils and they expect them to work hard. Consequently, pupils make good progress consistently across the school.
- Teachers use imaginative methods to motivate pupils and so they enjoy their lessons and are keen to join in. For example, in a Year 2 literacy lesson, the teacher and teaching assistant acted as the two main characters in the poem, 'The Owl and the Pussycat', and this stimulated pupils' imaginations and helped them to understand the poem.
- Teachers provide pupils with opportunities to discuss their work and to share their ideas and this helps them, including disabled pupils and those who have special educational needs, to make good progress. Teaching assistants provide good support for those pupils who find some work difficult and this helps them to complete their work.
- Relationships between staff and pupils are good and this makes a significant contribution to

pupils' learning. Adults provide good role models by showing pupils respect and trust and this fosters good relationships across the school.

- Children in the Early Years Foundation Stage make good progress because there is a good balance of activities that they choose for themselves and those that are led by adults. In a very effective phonics lesson, the teacher used information and communication technology (ICT) to show pupils how to read and write words containing 'y' and 'z' and this helped them to write the words correctly.
- Although teachers use questioning to see how much pupils know, they do not always make best use of questions to probe pupils' understanding and to develop their ideas and this slows progress for some pupils.
- Teachers mark pupils' work thoroughly showing them what they have done well and what they need to do to improve their work. Pupils respond to these comments by correcting and improving their own work. Teachers use information from marking to set future targets so that pupils understand what they need to learn next.

### **The behaviour and safety of pupils** are good

- Pupils are happy and they enjoy coming to school. They love learning and are keen to do their best. Just occasionally, when learning activities do not challenge them, they become fidgety and start to chat among themselves and this is why behaviour is not outstanding.
- Staff have created a delightful learning environment both indoors and outside. Displays of pupils' work show high-quality writing and art reflecting the school's good provision for their spiritual and cultural development. This gives pupils pride in their achievements and reinforces their positive attitudes to learning.
- Pupils' behaviour is typically good in class and when moving around the school. Although space in the playground is currently restricted owing to the building work, staff provide a variety of games and activities for pupils at lunchtimes. Pupils say they enjoy playtimes and that most children get on well together. They say that all pupils are treated fairly and that there is no discrimination.
- Pupils know how to keep themselves safe and they say they feel safe in school because adults care for them. They know about different forms of bullying, such as name calling, but say it rarely happens. They say that adults are always around to sort out minor disagreements that occasionally arise. Records kept by the school show very few reported incidents and there have been no recent exclusions.
- Attendance has improved and is now broadly average. Despite this, there are still a number of families who take their children overseas for extended visits and this affects their progress. The school is working with families to reduce the times when this happens.
- An overwhelming majority of parents and carers who responded to the survey and who spoke individually to inspectors said that behaviour was good and that children are happy and safe in school. One parent or carer said, 'Every day he comes out of school with a smile on his face.'

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

- The school's values of equality, integrity, acceptance, kindness and ambition underpin all aspects of their work. Leaders are ambitious for pupils and strive to ensure that all pupils have equal opportunity to succeed. However, this drive for improvement has not yet resulted in excellent achievement for pupils, which is why leadership and management are not yet outstanding.
- Under the guidance of the current headteacher, school leaders quickly reversed the dip in pupils' progress so that all pupils make consistently good progress. They have an accurate view of the school's provision and have well-focused plans in place to improve further.
- School leaders have created a strong team of aspirational staff. Teachers are reflective and share and model best practice within school to improve the overall quality of teaching. Leaders

check the work of teachers by formally observing their lessons and by informal 'drop ins'.

- Teachers have performance targets linked to the outcomes of these checks. They understand that decisions about pay awards are explicitly linked to their success in improving pupils' achievement and that only the best teaching is rewarded.
- Training helps staff to develop skills appropriate to their roles and responsibilities. This ensures that middle leaders are effective in leading and developing their subject by checking on standards and suggesting where improvements may be made.
- The curriculum is broad, balanced and highly stimulating. Provision for art, music and dance contributes well to pupils' spiritual, moral, social and cultural development. Active links with a school in Kenya give pupils an insight into the lives of those who live in different circumstances as well as preparing them well for life in democratic Britain.
- The school promotes pupils' active involvement in sport and plans to use the additional sports funding to provide staff with further training in dance and gymnastics. This will contribute to pupils' enjoyment of physical education and encourage them to adopt healthy lifestyles.
- The local authority provides 'light touch' support for this school. The headteacher has provided support to another local schools and senior leaders mentor newly qualified teachers within the local authority.
- **The governance of the school:**
  - Governors undertake regular training to help them to keep up to date and this helps them to provide challenge to school leaders. They know about the quality of teaching and the school's arrangements for ensuring that only the best teaching is rewarded. They receive good quality information from school leaders and so they know how well the school performs compared with other schools. Although governors have been heavily involved in the building project, they have maintained good working practices to ensure that all statutory policies, including those relating to pupils' safety, are reviewed regularly. Governors ensure that finances, including the pupil premium, are used effectively.

## 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>	102502
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	427226

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	457
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Surjit Dhingra
<b>Headteacher</b>	Kamm Grewal
<b>Date of previous school inspection</b>	7 July 2008
<b>Telephone number</b>	020 8570 5702
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