

Berkeley Primary School

Cranford Lane, Hounslow, TW5 9HQ

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Overall, pupils make outstanding progress from very low starting points. Children in the Early Years Foundation Stage make exceptional progress.
- Achievement is outstanding in both English and mathematics, and often good or better in other subjects.
- Pupil premium funds are used consistently well to help eligible pupils achieve as well as, and often better than, their peers.
- Support provided for disabled pupils, those with special educational needs and those who speak English as an additional language is comprehensive, strong and very effective.
- Teaching is consistently outstanding in English and mathematics. It is at least good and improving across a range of subjects. Teachers plan their lessons meticulously and have high expectations of their pupils at all times.
- School leaders have implemented highly effective literacy and numeracy policies. Pupils demonstrate well-developed and rapidly improving skills in writing, reading, communication and mathematics.
- Relationships between adults and pupils are excellent and contribute significantly to the pupils' success.
- Pupils' behaviour is outstanding. Pupils are full of enthusiasm for their learning and enjoy attending the school.
- Pupils feel safe and are very positive about their school. They are polite and respectful towards each other and towards adults. Conduct in lessons and around the school is impeccable.
- Attendance has risen rapidly this year and is now well above the national average.
- The quality of teaching and learning is checked rigorously and developed very effectively by all leaders.
- Robust and effective systems capture reliable information about the achievement and progress of pupils. Teachers quickly identify pupils experiencing difficulties and support them to make rapid and accelerated progress.
- The newly structured curriculum and day make a significant and positive contribution to the rapid rise in the progress of all pupils.
- The executive headteacher is passionate and fully committed to serving the best interests of the community. He leads the school with great diligence and determination.
- The Chair of Governors leads the governing body extremely well. Governors pursue their aim of achieving an outstanding standard of education at the school relentlessly.

Information about this inspection

- Inspectors observed learning in 16 lessons, of which five were observed jointly with a member of the senior leadership team, as well as a number of shorter visits to classes.
- Pupils' conduct was observed during break, lunch times and between lessons.
- Meetings were held with the headteacher, members of the leadership team, individual teachers and other middle leaders.
- Members of the inspection team held meetings with three groups of pupils, representing all age groups in the school. Discussions also took place with pupils informally.
- A meeting was held with the Chair and other members of the governing body.
- The inspection team observed the school's work and scrutinised documents, including the school's own evaluation of how well it is doing, the school improvement plan and statistical information about pupils' achievement, attendance and exclusions.
- Inspectors looked at pupils' work in lessons and analysed a sample of pupils' work.
- The inspectors took account of the 67 responses to the online questionnaire, Parent View, and 33 responses to the staff questionnaires. Additional comments were received from parents, and consideration was given to the views expressed by pupils and their families in response to the school's own surveys.

Inspection team

Rob Ridout, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

Joanne Toulson

Additional Inspector

Full report

Information about this school

- Berkeley Primary School is a larger-than-average-sized primary school.
- The proportion of pupils for whom the school receives additional funding, known as pupil premium, is much higher than average. This is additional funding provided by the government to support those pupils who are known to be eligible for free school meals or are in the care of the local authority.
- 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.
- One third of pupils are identified as being disabled or having special educational needs. There are 81 pupils supported at school action, which is above the national average. There are 94 pupils supported at school action plus or with a statement of special educational needs which is also above average. Many of these pupils have speech, language and communication needs.
- The current executive headteacher is a national leader in education. He is the headteacher of Cranford Community College, a teaching school judged as an outstanding school by Ofsted.
- The school is part of the Cranford Teaching School Alliance and a centre for a London-based Science Learning Partnership.
- 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?

- Further improve the quality of teaching, in order to raise standards in the foundation subjects, so that it consistently matches the best in the school, as exemplified in English and mathematics.

Inspection judgements

The achievement of pupils

is outstanding

- The abilities of children when they start in the Nursery and Reception classes, including their skills in reading, writing and mathematics, are well below what might be considered typical for their age. Children achieve extremely well in these areas and in their personal development. They are typically working at higher levels than expected by the time they enter Year 1.
- Pupils make outstanding progress in Key Stage 1. Since the previous inspection, standards by the end of Year 2 have risen to well above average in reading, writing and mathematics. The school's information and work in books show that pupils currently in Year 2, including the most able, are already working at higher levels than previously seen.
- By the end of Year 2 all pupils read well. Results in the national phonics (the sounds letters make) screening checks in Years 1 and 2 have significantly increased, and the school's pass rate is now well above the average for all schools.
- In Key Stage 2, progress is speeding up and attainment is rising rapidly. In Year 6, pupils reach well above average standards. A significantly high proportion of pupils are making expected and better than expected progress than their peers nationally in reading, writing and mathematics. The most-able pupils are doing exceptionally well.
- Pupils in all classes now make at least good, and often outstanding, progress in mathematics, reading and writing. Work in books shows writing becomes more mature and complex over time. Pupils use wide ranging language, articulate speech and correct grammar to produce interesting, descriptive pieces of writing. Pupils read regularly and say they enjoy popular authors. In mathematics, pupils apply their skills particularly well.
- Pupils for whom English is an additional language, disabled pupils and those who have special educational needs achieve as well as other pupils in the school. They make outstanding progress from their starting points because of the high quality level of support they receive. They become confident learners and are clearly pleased with their levels of success. This is because they are helped to take small steps towards their learning targets and are keen to show off their work to others.
- The progress of pupils eligible for additional funding is high in both English and mathematics. Support provided through one-to-one tuition, in class support and the employment of additional teachers has reduced the attainment gap between these pupils and others across all years. Consequently, they achieve as well as and sometimes better than their peers.
- Pupils do well in acquiring a range of skills in a range of subjects. Whilst the development of these skills is good, they are not yet of the same high standards seen in literacy or numeracy. They use computers for research and to present their work in various ways. In science they develop scientific language and engage in practical and investigative work. Pupils understand time and places through local and national studies. They participate in sporting activities offered both during and after school.

The quality of teaching

is outstanding

- Consistently good, and frequently better, teaching across most subjects and topics leads to outstanding outcomes for most pupils. This is especially true in mathematics, reading and writing.
- Teachers are well qualified and use their strong subject knowledge to make learning enjoyable and challenging. They have consistently high expectations of pupils and this drives achievement, especially of the most able. Available information about pupils' learning needs is used effectively to plan lessons that are exciting and engaging. As a result, teaching is rarely less than inspiring and leads to all groups of pupils making good, and often outstanding, progress.
- Teachers are enthusiastic and readily motivate their pupils to learn. They link subjects together extremely well to make learning interesting and meaningful. Outstanding teaching skilfully linked

learning in history, geography, art, and music in a topic on highwaymen, whilst encouraging pupils to apply their mathematics, reading and writing skills.

- The regular setting of homework, linked to classwork, is promoting good and better learning. In one lesson, children were keen to share what they had learnt and were bursting to tell others about their learning. They could hardly contain themselves because they were so excited.
- Where learning is the most effective, and progress rapid, the teacher's ambitions for all pupils are evident. Teachers are very skilled in adapting questions to develop learning for pupils of different abilities.
- Staff teach reading regularly and systematically develop pupils' phonic and English grammar skills. They make excellent links between reading and writing, often using a popular class text as the starting point for pupils' own writing. They prompt discussion very effectively to check pupils' understanding of the context, plot and characters.
- Teachers' marking and feedback of pupils' work are very effective. The whole school marking strategy is used consistently well. Pupils report that teachers provide them with helpful guidance so that they can improve. Pupils comment on the work of others and welcome the chance to make corrections and improve their work. They can easily describe the next steps they must take to improve their work.
- Pupils who are at risk of underachieving, disabled pupils and those with special educational needs, receive tailored support both in and out of lessons. Teachers plan their learning activities to meet the needs of different ability groups. They work closely with teaching assistants to ensure that targeted pupils make at least good progress. Without exception, pupils who spoke to inspectors, praised their teachers for the support that they gave them.

The behaviour and safety of pupils is outstanding

- The behaviour of pupils is outstanding. This is a warm, friendly and motivated school. Pupils are ambitious for themselves, have high aspirations and are very proud of their school. They believe it to be 'a very caring school which deserves to be given one thousand stars for the outstanding work that it does'.
- Teachers set very high expectations of good behaviour and use praise and encouragement consistently well. Pupil conduct in lessons and around the school is impeccable.
- Relationships between pupils and their teachers are excellent. The enthusiasm and passion for learning exhibited by teachers contribute significantly to the rapid improvements that are securing outstanding learning in the school. Pupils' attitudes towards, and love for, learning are exceptional.
- Pupils show great respect for one another in lessons. This is because staff demonstrate, promote and reinforce respectful behaviour throughout the school. Pupils feel extremely safe in their school and classrooms and their social skills are well developed. They work together collaboratively and give feedback to others, when required, both honestly and with great sensitivity.
- The school's work to keep pupils safe and secure is outstanding. Pupils receive frequent lessons and teaching about how to use the internet safely. This is reinforced further by talks given in assemblies.
- Parents strongly agree with their children that bullying is rare and are confident that staff deal with any reported incidents firmly and fairly. Pupils are aware of the different forms of bullying, including homophobia, racist and cyber bullying.
- The school's zero tolerance of term time leave and willingness to provide an extensive range of support for pupils who may be experiencing difficulties have seen attendance figures rise. Attendance levels are now well above average. Incidents of lateness to school or lessons are extremely rare.

The leadership and management is outstanding

- The executive headteacher, ably supported by the heads of school, leads the school exceptionally well. Through his inspirational leadership he promotes a vision of excellence in learning for all and places this at the heart of the school's rapid and sustained improvement.
- The staff are united in this strong desire to provide an outstanding education for all. Their work to ensure that all pupils achieve exceptionally well in a challenging, but supportive, atmosphere has led to the outstanding achievements of pupils.
- A real strength of the school is the comprehensive measures it takes to ensure the reliability of information on pupils' progress. Regular checks are carried out with other subject teachers within and outside of the school to ensure this information is robust.
- Central to the school's success is the setting of ambitious and aspirational targets for pupils. Leaders have set the bar high and both teachers and pupils strive to achieve these high expectations.
- Another key factor in the school's achievements is the high level of support and training given to staff to improve their work. Performance is checked very regularly and clear targets are set to match the needs of the staff and the school. Excellent links with other schools within the partnership enable the sharing of best practice and expertise.
- Staff, at all levels, undertake regular professional development activities. Outstanding teachers have been appointed as leaders for particular groups of classes. They use their own expertise to help and support other teachers to enhance their skills, improve the quality of learning and raise standards in each key stage. They understand their areas of responsibility very well and welcome the increased levels of accountability this brings.
- The school manages the performance of teachers very well. School leaders regularly observe teachers' work and make accurate judgements about the quality of their teaching and the progress that their pupils make. Their findings are used to inform teachers' pay and promotion within the school.
- The range of subjects taught is broad and balanced. It is well planned. The existing structure contributes significantly to the rapid rise in standards and supports outstanding learning. The school is now developing its topic work so pupils will secure the same high standards they achieve in reading, writing and mathematics in other subjects.
- Excellent leadership in the Early Years Foundation Stage ensures a consistent approach between Nursery and the Reception classes. Staff frequently check how well the children are doing. Innovative methods are used to collect evidence of children's achievements. Arrangements to extend this practice to all learning areas are underway.
- Leaders make sure that activities engage and interest pupils, and promote their spiritual, moral, social and cultural development extremely well. Partnerships with others, including the local community, enhance pupils' creative and sporting activities. The primary sports funding is used very effectively to develop staff expertise, employ external coaches to deliver programmes and widen pupils' participation in physical activities, leading to better fitness.
- There are good daily links with parents and a range of ways to help them be involved in their children's learning. School clubs provide pupils with sociable and interesting activities and offer valuable facilities to parents including internet access. The summer school has the full support of parents and has engaged the interests of many pupils who are really looking forward to being involved this year.
- Leaders have an accurate view of the school's strengths and weaknesses. External reports, including those from Her Majesty's Inspectorate, confirm school leaders' views of their own performance. Both staff and parents strongly support the leadership of the school.
- The local authority's confidence in the school's leaders has resulted in a light touch approach. This has been used well by the school to confirm its own views of how well it is doing. Priorities are realistic and focus strongly on continuing to improve teaching and raise achievement to the highest levels in all aspects of the school's work.
- Systems to safeguard pupils meet statutory requirements.

■ The governance of the school:

- The governing body is very effective in its leadership of the school. It is well led by a Chair who has a good knowledge of the education sector. He has been instrumental in securing the necessary improvements in governance that have led to the rapid rise in standards and pupils making outstanding progress.
- The governing body evaluated its effectiveness and implemented an action plan to strengthen its role in challenging and supporting the school. A small number of experienced professionals from industry and education now make up the governing body. Governors are knowledgeable, well informed and highly skilled in their interpretation of information relating to pupils' achievement. They now provide an excellent level of support and challenge to the school.
- Governors know the strengths of the school very well and how its performance compares with that of other schools nationally, for example through the scrutiny of nationally published achievement information.
- They understand the quality of teaching and have a sound understanding of the strengths and weaknesses in teaching across the school. They have recently helped to develop the school's procedures for how the performance of teachers is managed. Salaries and promotion are now very clearly linked to the achievement of pupils.
- Governors keep sound financial oversight of the school's budget. They are kept informed of how additional funds are spent and can describe the outstanding progress different groups of pupils make as a result of this spending.
- Governors have been crucial in the school's recent success in achieving outstanding outcomes for pupils.

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	442142

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair	Philip Dobison
Headteacher	Kevin Prunty
Date of previous school inspection	15–16 November 2012
Telephone number	020 8570 5700
Fax number	020 8572 6768
Email address	kpr@cranford.hounslow.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

