

# Sparrow Farm Infant and Nursery School

Denham Road, Feltham, TW14 0DB

## Inspection dates

7–8 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Pupils' achievement, particularly that of the most able, is not always as good as it could be. Too few pupils gain the top grades in the national tests.
- Pupils' learning slows when they are set tasks that are either too easy or too hard for them.
- Progress varies too much from class to class because the quality of the teaching is inconsistent.
- Marking does not always help pupils to improve.
- When leaders are visiting classrooms they do not focus enough on how well pupils are learning.
- Systems for recording pupils' progress are still at an early stage of development. They are not used fully by teachers, middle and senior leaders to ensure that all pupils make enough progress.
- The governing body does not ensure that the school always receives best value for money because it does not monitor closely the link between teachers' pay and the progress made by pupils

### The school has the following strengths

- Pupils behave well in lessons and around the school. They are eager to learn and they feel safe and secure in this caring school.
- The school promotes pupils' spiritual, moral, social and cultural development well. This helps them to get on well with one another.
- Pupils with a range of additional needs do well. They are effectively supported both by teachers and teaching assistants.
- The school works well with parents and carers, providing good support for families.

## Information about this inspection

- Inspectors visited 23 lessons and group activities, five of which were observed jointly with the headteacher.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, teachers with responsibilities for specific subjects, a representative from the local authority and groups of pupils. A meeting was held with the Chair, vice-chair and another member of the governing body. Inspectors took account of the views of staff in 29 questionnaires.
- There were 20 responses to the online survey of the views of parents, called Parent View. Inspectors also spoke to a number of parents during the inspection.
- Inspectors observed the school's work, and looked at a range of documents including the school's own views of how well it is doing and its plans for the future. Information on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and minutes of meetings of the governing body were also examined.

## Inspection team

Natalia Power, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Kanwaljit Singh

Additional Inspector

## Full report

### Information about this school

- Sparrow Farm Infant and Nursery School is a little larger than the average-sized primary school.
- The proportion of pupils known to be eligible for additional support, called the pupil premium, is slightly lower than the national average. Pupil premium is additional funding mainly for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic heritages is higher than average. The proportion of pupils who speak English as an additional language is higher than average.
- The proportion of pupils who receive extra help in class (school action) is average. The proportion who need more help than this (school action plus) or who have a statement of special educational needs is a little lower than average.
- The breakfast club and after-school childcare are managed by an outside provider, and are subject to a separate inspection.
- The headteacher took up the permanent headship of the school in January 2014, after a term in which she served as acting headteacher. For the previous three years she was the deputy headteacher. There is currently no deputy headteacher. The Chair, vice-chair and several members of the governing body are new in post.

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

- Make sure that all teaching is good or better by:
  - ensuring that teachers always set tasks that are at the right level for all pupils
  - putting a special emphasis on the most able pupils in every class, so that they are helped to do as well as possible
  - making sure that marking is clear so that pupils can use it to improve.
- Ensure that the new leadership team urgently:
  - improves the programme of classroom visits, so that visits focus more sharply on how well pupils are learning, and leaders report their findings clearly and often to the teachers
  - strengthens the role of middle leaders, so that a few individuals are not overstretched
  - improves use of the new systems for recording how well the pupils are learning, so that all staff understand the systems and can share in helping pupils to do as well as they can.
- Make sure that the governing body regularly monitors the progress made by pupils and its link with teachers' pay.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement, because they do not make rapid enough progress from their starting points to the end of Year 2. School leaders do not always make sure that teaching is consistently challenging in every class to raise pupils' achievement.
- The most able children, from all heritage backgrounds, do not always do well enough. Generally teaching is not challenging enough to enable the most able to make strong progress in their learning. The proportion gaining the highest grades has been low for some years, and school information indicates that this trend is likely to continue in 2014.
- Children enter the Nursery and Reception classes with skills which are close to those expected for their age. Progress through to Year 2 is inconsistent because of some unevenness in the quality of teaching.
- Pupils leave Year 2 with results in the national tests in reading, writing and mathematics that are generally close to average.
- Pupils' reading skills are broadly average. The proportion of pupils in Year 1 who reached the expected standard in the 2013 check on their reading skills was below average. School information indicates that for 2014 the proportion may be average, because of an increased emphasis on teaching pupils their sounds and letters.
- Pupils with a range of special needs are supported effectively both in class and in small groups. They do well, outperforming the national average for those with special needs.
- Pupils who speak English as an additional language typically do better than others in the school. This is because their needs are identified early and effective support is given.
- Pupils supported by the additional funding known as the pupil premium consistently make similar progress to all others in the school in reading, writing and mathematics. There are no appreciable differences between the attainment of those who are eligible for the additional funding and those who are not.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is not consistently good and does not lead to children making good progress in their learning overall.
- A look at pupils' work throughout the school confirms that progress is variable from class to class.
- The most able pupils are not always given tasks and activities demanding enough to promote the highest quality learning.
- Some pupils receive work that is either too easy or too hard for them, and as a result they make less rapid progress than they should.
- Marking does not always help pupils make fast enough progress because it is not always expressed in a way that pupils can understand.
- Teaching assistants make a valuable contribution to the learning of pupils. This helps those who are learning English as an additional language, and those who struggle with their work, to make similar progress to others.
- Those who receive additional funding are well supported both in class and when receiving individual attention from other staff.
- Nursery children enjoyed their experience of exploring nature in the forest school. They were fascinated by the activities of birds going in and out of the nesting box. Such tasks strongly stimulate the children's imagination and sense of wonder.

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

- The behaviour of pupils is good. They are polite to adults and friendly towards one another. They are cooperative and enthusiastic to learn. They are quick to put their hands up with an answer.
- Behaviour is not outstanding because pupils are not stimulated to display exceptional eagerness to learn. Pupils told inspectors that the lessons they most enjoy are where they 'do things'.
- Pupils from different backgrounds get on well with one another and play peaceably together. The school encourages pupils to understand and to value different cultures.
- The school develops pupils' spiritual, moral, social and cultural qualities well. For example, in one assembly for Year 1 and Year 2 pupils, the headteacher told the story of a caterpillar who doubted its ability to become a butterfly. The pupils were encouraged to find their own meaning in the story, and showed their thoughtful responses in such comments as 'Believe you can do it' and 'Always try your best'. Such events promote a strong sense of community, enabling all to feel part of the school's family.
- Pupils told inspectors that the good behaviour seen during the inspection was typical. They said that when they share a concern or worry with an adult, the adults quickly sort things out.
- Pupils report that they get on well with one another, and school records confirm that there is no bullying, including racial or cyber-bullying.
- Children in the Nursery and Reception classes play well together. They have many opportunities to develop their social skills in sharing and taking turns. For example, children in the Nursery class cooperated to treat a teddy bear with medical equipment.
- Pupils' enjoyment of school is reflected in their attendance. This had been below average for some years but, after determined action by the school, is on a rising trend and is now broadly average.
- The school's work to keep pupils safe and secure is good. All staff are trained in child protection procedures, and new teachers are quickly brought up to date. Pupils are taught to keep themselves safe when they are out and about, or while using computers.
- Parents are positive about the school. They told the inspectors that they are confident that the school is safe and that their children are happy at school.

**The leadership and management requires improvement**

- Leadership and management require improvement because pupils' achievement is not good, and the quality of the teaching has declined from the previous inspection when it was judged to be good.
- The local authority has accurately identified some concerns in the school's performance and put in extra support, for example in evaluating the quality of teaching. Whilst senior leaders visit lessons, there is not enough focus on how well pupils are learning. As a result, some pupils, often the most able, do not always receive sufficiently challenging tasks to meet their needs.
- The leadership of the school is still developing, after a number of changes in personnel. As a result, the headteacher is currently shouldering a great deal of responsibility, including provision for pupils with a range of additional needs. Senior and middle leaders are relatively new in post and have not had time to make a full impact on school improvement. For example, they do not always accurately use the new systems to check pupils' progress.
- The school has effectively tackled one of the points for improvement identified in the previous inspection. Attendance has risen and is now on an upward trend. However, the other key recommendation, to attend to the needs of the most able pupils, has not been robustly tackled and remains an area for improvement.
- The headteacher is beginning to make a difference. She is realistic in her judgement about how

well the school is doing and accurately judges key areas of the school's work to require improvement. Plans drawn up by the headteacher, her senior leaders and the largely new governing body cover the right priorities. Leaders know what to do before the school can once again be judged to be good.

- School leaders ensure that there is no discrimination and that there is equality of opportunity for all.
- The school is very caring, and this care includes working effectively with parents to support them with their needs and to ensure that lines of communication are always open.
- The additional funding the school receives for sport has been used effectively to promote wider participation in a range of activities, including football, tennis and dance. A proportion of the funding is used to train staff to ensure long-term advantages to the pupils that enhance their well-being.
- The range of subjects taught by the school focuses on the basic skills of reading, writing and mathematics, and this prepares pupils adequately for the next stage of schooling. Pupils report that they enjoy the range of clubs, trips and visits outside the classroom. Children in the Nursery and Reception classes enjoy being outdoors, for example digging and planting.
- Leaders and governors ensure that arrangements for safeguarding pupils meet current requirements.
- **The governance of the school:**
  - Governors take an active interest in the school; they volunteer in the school and accompany school trips.
  - Governors have a clear understanding of how well the pupils do in tests in relation to those in other schools, and are familiar with published figures on the school's performance. However, governors are dependent on the school for information on pupils' progress, and accept that they are less clear about this important area of the school's work. Their understanding of the link between teachers' pay and the progress made by pupils is at an early stage.
  - Governors make sure that the additional funding for the pupil premium and the promotion of sports is spent well.

## 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>	102499
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	443789
<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>	319
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Winchester
<b>Headteacher</b>	Lynette Weaver
<b>Date of previous school inspection</b>	11 March 2010
<b>Telephone number</b>	020 8890 2063
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