

Inspection of a good school: Ivybridge Primary School

Summerwood Road, Mogden Lane, Isleworth TW7 7QB

Inspection dates:

10 and 11 November 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils are happy here. They build strong, positive relationships with the staff and each other. They all have a trusted adult they can speak to. Although bullying happens, adults deal with all cases seriously. Pupils behave well in class and there is little disruption to lessons. Pupils have worked with adults to create a child-friendly safeguarding policy that all can understand. Pupils feel safe at school. They are taught how to keep safe online. They enjoy the responsibilities they are given around the school. Older pupils help younger pupils eat at lunchtime. Those in Year 6 are keen to apply for the role of School Champion.

Pupils enjoy all subjects they are taught. Teachers expect them to work hard. Teachers make sure that they plan hands-on activities in lessons. Pupils enjoy the activities but are not always sure of their purpose. Pupils struggle to talk about favourite books and authors, and many say they do not enjoy reading.

Pupils look forward to assemblies. They recently attended a virtual assembly about climate change. Children in the early years take part in a range of carefully planned activities. They play nicely with each other. They take turns and share resources. Pupils are given the resources they need to help them with their learning.

What does the school do well and what does it need to do better?

Subject leaders have received training on what their role entails. They have also attended subject-specific training, which is now enabling them to support other staff. Leaders have recently revisited their curriculum. They have made some careful decisions on how it is sequenced. Links with prior learning and across subjects are clearly identified. They have also clarified what the key knowledge is for each unit. However, pupils are not yet making those links. They do not yet remember the key knowledge they have covered, and they

struggle to remember past learning. They enjoy lessons and engage with the tasks they are given. Pupils can remember the activities from recent lessons. However, they cannot explain the concepts they have covered. In science, for example, pupils can talk about melting chocolate, but they find it hard to explain the reason behind this.

Teachers have secure subject knowledge in most subjects. In mathematics, for example, they model mathematical concepts and vocabulary well. School leaders have identified the most useful methods of calculation. Teachers regularly plan opportunities for pupils to use these methods in problem-solving. Pupils use reasoning to explain their mathematical thinking. Teachers assess pupils in mathematics and identify the gaps in knowledge. They plan their lessons to address these gaps. Some pupils receive extra support through interventions. In early years, staff carefully plan the adult-led mathematics activities. These support pupils at different stages. Independent activities are not always as successful. Children using nets to fish numbers out of the water tray are interested in catching the objects. They are not yet independently able to make links to mathematics through this activity.

Staff support pupils with special educational needs and/or disabilities in class most of the time. This is through adult support or differentiated work. Some pupils with more significant needs work outside their classroom. These pupils do not access the full curriculum on offer to their peers. Identification of needs processes are thorough, and leaders engage regularly with outside agencies.

Leaders have not prioritised the teaching of reading through phonics. Children in Reception do not start learning phonics quickly enough. Staff in Reception use their chosen phonics programme to deliver formal lessons for a short period of time. They then move on to briefer revision sessions. In key stage one, teachers use a different phonics programme. This means that pupils do not receive a consistent approach to reading. Leaders have not ensured that all staff have received phonics training. Staff count on the experience of others who have been in the school longer. Key stage 2 teachers lack confidence in teaching phonics strategies to support older pupils who are struggling to read. They rely on support from staff in Early Years. Leaders have put systems into place to promote the love of reading. These have not yet had an impact on pupils love of reading. They have difficulty remembering the names of class books.

Pupils behave well. They are polite and welcoming to visitors. They are keen to talk about being members of the school community. Staff plan regular trips linked to learning. Pupils enjoy a range of clubs on offer. Leaders identify the need for assemblies led by visitors. Recently, pupils had an assembly run by a representative from the NSPCC. Older pupils have had talks about the dangers of gang crime.

Staff speak positively about the leadership team. They say that leaders help them prioritise and make changes to reduce unnecessary workload. They feel that leaders care about their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, have ensured a strong culture of safeguarding. Staff and governors receive regular training. They are aware of local and national issues. Staff are able to identify concerns and report them quickly. They are fully aware of their statutory responsibilities. Leaders are not afraid to escalate concerns when necessary. They engage well with outside agencies and provide early help for families that need it. Systems for safer recruitment are embedded.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not prioritised the teaching of reading. There is a lack of fidelity to one phonics programme, and staff are not regularly trained. Pupils struggling with reading are not able to confidently use strategies to decode unknown words. Leaders need to prioritise phonics and agree on one programme. They must ensure that all staff receive regular training, and that phonics is taught consistently across the school.
- Although leaders have identified the key knowledge and skills to be taught in each subject, they have not planned opportunities for pupils to review and revisit past learning. As a consequence, pupils struggle to remember what they have learned. Leaders need to make sure that teachers plan for regular recaps of learning and make links explicit to pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102512
Local authority	Hounslow
Inspection number	10200221
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair of governing body	Irene Bowles
Headteacher	Caroline McKay
Website	www.ivybridgeprimaryschool.net
Dates of previous inspection	12 and 13 October 2016, under section 5 of the Education Act 2005

Information about this school

- The school has reduced its forms of entry from two to one since the last inspection. This is why the number of pupils on roll has significantly dropped.

Information about this inspection

- This was the first routine on-site inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation.
- The lead inspector spoke to all school leaders, including the headteacher and deputy headteacher. She met with the chair of the governing body as well as six other members of the local governing body. She also spoke to a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at curriculum plans and spoke to leaders about some other subjects.
- The inspector looked at staff's, pupils' and parents' surveys, and also spoke to some parents and carers at the school gate.
- The inspector met with the staff responsible for safeguarding, and she also spoke to a range of staff and pupils about safeguarding procedures at the school.

Inspection team

Aliki Constantopoulou, lead inspector

Her Majesty's Inspector

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