

# Inspection of The Smallberry Green Primary School

Turnpike Way, Isleworth TW7 5BF

---

Inspection dates: 8 and 9 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	<b>Good</b>

## **What is it like to attend this school?**

Smallberry Green Primary School is an inclusive and welcoming school. Pupils really enjoy their learning. They are happy in lessons and when playing with their friends on the playground. Teachers encourage pupils to feel part of a diverse, dynamic community.

Leaders and governors have high expectations for all pupils. Pupils with special educational needs and/or disabilities (SEND) achieve well because of leaders' utmost care to meet their needs. In early years, staff prepare children very well for what they will learn in Year 1 upwards.

Pupils behave well in lessons and around school. They are polite and courteous to each other and to adults. Pupils have a secure understanding of the different types of bullying. Leaders have fostered a culture where any such incidents are not tolerated and dealt with promptly and thoroughly if they do arise. Pupils are confident that leaders and staff will be on hand to resolve any concerns effectively. Leaders and staff work together well to keep pupils safe.

The provision for personal development is rich and carefully planned. Leaders ensure that pupils have access to many clubs. These are well attended and include exciting activities such as learning Mandarin. Parents and carers recognised that staff go above and beyond for their children. One parent summed up how many felt by saying, 'A fantastic school with truly dedicated teachers who really care.'

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

Leaders have designed an ambitious curriculum that meets the needs of all pupils. Leaders' curricular thinking builds logically on the skills and knowledge that they expect children to learn in the early years.

Subject leaders plan the vocabulary and knowledge that they want pupils to know and remember. Staff use a variety of approaches to check how well pupils progress in their learning. However, in a few subjects, teachers do not check carefully to identify whether pupils are building the deep knowledge they need for the next stage in their learning.

Children in the early years demonstrate high levels of concentration in different areas of learning. They use the vocabulary they have been taught accurately. Staff are highly skilled at helping children to learn the ambitious curriculum and become confident and interested in the world around them. This means that they are extremely well prepared to move to Year 1 and beyond.

Pupils start learning to read in the early years. Leaders have ensured that there is a consistent approach to the teaching of reading. Pupils read with accuracy and confidence. Pupils at the early stages of reading are well supported to learn phonics.

Books are well matched to the letter sounds that pupils are learning. Effective support helps pupils who have fallen behind in their reading to catch up.

Pupils' attitudes to learning are positive. They are attentive to their teachers and focus on their work. Pupils are polite and kind. They consistently meet adults' high expectations and behave appropriately in and out of the classroom, so learning is not disrupted by poor behaviour.

Leaders have the same ambition for pupils with SEND as they have for all pupils. Pupils with SEND are supported well in their learning to help them know and remember more. Leaders ensure that they provide effective support for pupils to manage their own behaviour and emotional well-being.

Leaders are working hard to improve pupils' attendance, which is lower than leaders would like following the pandemic. They take a range of suitable actions to follow up and address issues when pupils, including those from disadvantaged backgrounds, are not attending school as regularly as they should be.

Leaders' work to enhance and extend pupils' experiences beyond the academic is of exceptionally high quality. Pupils with SEND are fully included in the rich provision on offer. Pupils are taught how to keep fit and eat healthily, as well as about respectful relationships. A high proportion of pupils attend extra-curricular clubs, and they also enjoy the wide range of educational outings and sporting opportunities that leaders and staff organise. Pupils' knowledge of different faiths and beliefs is well embedded. Pupils are taught to show respect for people who may be different from themselves. Leaders provide many ways for pupils to take part in community events and take on leadership roles. For example, pupils are immensely proud to be school councillors, eco warriors and anti-bullying ambassadors. They want to contribute positively to school life.

The governing body offers support and robust challenge to leaders and staff. Staff are very positive about leaders' management of their well-being. The strength of the relationships between staff and the school community is also very positive. There is a shared determination to help pupils succeed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff recognise the need to be vigilant for any signs of pupils being at potential risk of harm. All staff receive regular training about what they should do if they have concerns. The school has a clear system for logging and following up on concerns. Leaders work well with outside agencies to protect pupils when the need arises. They ensure that appropriate pre-employment checks take place before adults are appointed as staff members.

Pupils learn about keeping themselves safe. Age-appropriate safeguarding themes run through the curriculum. Leaders promote pupils' well-being effectively.

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

### **(Information for the school and appropriate authority)**

- In Years 1 to 6, there are times when teaching does not use assessment effectively to identify and address gaps in pupils' learning in some of the foundation subjects. This limits pupils' subject-specific knowledge and skills in these subjects. Leaders need to ensure that staff use assessment effectively so that any gaps in pupils' knowledge are addressed.

## **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.

## **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

<b>Unique reference number</b>	102515
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10255396
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Uday Patel
<b>Headteacher</b>	Helen Holton
<b>Website</b>	<a href="http://www.smallberrygreen.co.uk">www.smallberrygreen.co.uk</a>
<b>Date of previous inspection</b>	29 January 2018

## Information about this school

- Since the previous inspection, the headteacher's appointment has been made permanent.
- School leaders do not make use of alternative provision.
- The school has an additional provision for pupils with SEND, in which all pupils have a diagnosis of autism spectrum disorder.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and the deputy headteacher. Inspectors also met with a wide range of other staff.
- Inspectors met with members of the governing body, including the chair. The lead inspector met with a representative of the local authority.

- Inspectors scrutinised a range of documents relating to safeguarding. They examined leaders' approach to safer recruitment. Inspectors also spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- Inspectors carried out deep dives in early reading, mathematics, history, physical education and music. Inspectors spoke with staff who lead these subject areas. They visited lessons and spoke with teachers. Inspectors discussed with pupils about their learning and viewed examples of their work. Inspectors also considered how leaders organise other subjects across the wider curriculum.
- Inspectors considered responses to Ofsted's surveys for parents, staff and pupils.

### **Inspection team**

Karen Matthews, lead inspector	Ofsted Inspector
Sahreen Siddiqui	Ofsted Inspector
Rutinderjit Mahil-Pooni	Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023