



Southville Junior School

Inspection Report

Unique Reference Number 102497
Local Authority Hounslow
Inspection number 286398
Inspection dates 2–3 November 2006
Reporting inspector Kathryn Taylor

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

Type of school	Junior	School address	Bedfont Lane
School category	Community		Feltham
Age range of pupils	7–11		TW14 9NP
Gender of pupils	Mixed	Telephone number	020 8890 3731
Number on roll (school)	343	Fax number	020 8893 7039
Appropriate authority	The governing body	Chair	Miss Kam Kaler
		Headteacher	Mr John Norton
Date of previous school inspection	10 February 2003		

Age group	Inspection dates	Inspection number
7–11	2–3 November 2006	286398

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. The majority of pupils are of White British heritage and the remainder are drawn from a variety of minority ethnic backgrounds. A few are at the early stages of learning English. The proportion of pupils with learning difficulties or disabilities is above average. Entitlement to free school meals is well above average. Extended school services are provided on site, which includes a breakfast club, after school care and holiday provision. A new headteacher joined the school in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Despite the good improvements recently, improvement since the last inspection is unsatisfactory as many of the weaknesses highlighted then are still not resolved. The school is not effective and the quality of education is inadequate.

Standards in reading, mathematics and science at the age of eleven are below average, and they are well below average in writing. Pupils' achievement is inadequate because too many pupils do not make as much progress as they should. This stems from weaknesses in teaching, subject leadership and the curriculum. There are strengths in teaching, but teachers do not use assessment to plan work that meets the needs of all ability groups in their class closely enough. Marking does not enable pupils to know what they should do to improve their work, or challenge them to try harder, especially in the presentation of work. The curriculum provides well for physical education and personal and social development, but it has not yet been sufficiently adapted to address weaknesses in standards, to link subjects together and to make it more interesting and enjoyable.

The care, guidance and support of pupils are satisfactory overall. In particular, staff provide good levels of pastoral care for all pupils, including a number with a high level of need. They work very well with other schools, parents and external agencies in this regard. Pupils' personal development is also satisfactory. Their behaviour has improved significantly and they develop confidence, good relationships and learn to respect others.

The headteacher, ably supported by the deputy headteacher, demonstrates strong leadership, and this provides the school with satisfactory capacity to improve. Since joining the school he has worked successfully with staff to tackle the unsatisfactory behaviour, improve pupils' attitudes and make improvements to provision. A new leadership team is established. There are now leaders for all subjects and their roles are developing well. Steps have been taken to identify and address the causes of underachievement. For example, teaching and learning are now regularly checked, and systems for reviewing teachers' overall performance have been re-established. Data on pupils' performance is now available, which enables the school to identify and address the underachievement, as well as regularly track individual pupils' progress. The school improvement plan outlines how the school's weaknesses will be tackled and what external support is needed.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievements, teaching and learning and subject leadership.

What the school should do to improve further

- Improve pupils' progress in English, mathematics and science by ensuring that teaching meets the needs of pupils of all abilities.

- Ensure that middle managers make a greater contribution to raising achievement and improving teaching and learning.
- Develop the curriculum to reflect pupils' interests and academic needs more closely, and to link subjects together more effectively.
- Provide better guidance to pupils about what they should do to improve their work.

Achievement and standards

Grade: 4

Standards are below average. Writing, handwriting and presentation skills are well below average, which along with pupils' limited vocabulary, have a negative impact on their learning and standards across other subjects. Even after taking into consideration pupils' below average starting points on entry to school, progress is inadequate for too many pupils. Pupils at the early stage of learning English, and those with learning difficulties and disabilities make satisfactory progress because they receive effective additional support. Although the school sets appropriately challenging targets for pupils in Year 6, too few meet them. Pupils develop sound skills in using information and communications technology (ICT).

Personal development and well-being

Grade: 3

Pupils' personal development and well being, including the spiritual, moral, social and cultural aspects are satisfactory. Pupils understand how to stay safe, eat healthily and recognise the need to take regular exercise. Not all pupils, however, choose healthy food and drinks. Pupils are increasingly contributing to the smooth running of the school by regularly undertaking jobs. They are also involved in decisions about how to improve the school by reviewing the way the school council operates for example. Pupils' are satisfactorily prepared for their future economic well-being.

Pupils are friendly and usually polite. They are welcoming to visitors and keen to chat to them. Most pupils say they enjoy coming to school, but a few say they find some lessons boring. A minority of pupils clearly find it difficult to sustain concentration and to work independently. On occasions a small, but significant minority, mostly boys, also demand too much of the teacher's time and attention. Attendance has improved and is satisfactory.

Pupils' cultural and spiritual development are satisfactory, but are limited by weaknesses in the curriculum. Pupils make good progress in their moral and social development. They develop self-confidence and feel valued. Behaviour is much improved and is satisfactory. Pupils develop good relationships and generally relate well to each other. There are still some incidences of bullying and name-calling, which the school deals with effectively.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are unsatisfactory over time due to weaknesses in teachers' expectations, assessment and planning. In individual lessons, however, they are often satisfactory and sometimes good. Planning does not take sufficient account of pupils' prior attainments so that the same tasks are usually given to all pupils. Consequently not all pupils are challenged, and the lower attaining pupils need a lot of help from the teacher to complete the work. General strengths in teaching include relationships with pupils and how they are managed, effective classroom organisation, good presentational skills, including the use of information and communication technology (ICT). Marking is regular, but provides little guidance about what pupils should do to improve. Furthermore, although comments are very encouraging, they do not challenge pupils to correct mistakes, work harder or improve their handwriting and the presentation of work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It gives appropriate attention to teaching all subjects and generally helps to develop pupils' skills progressively from one year to the next. Some changes have been made to reflect weaknesses in pupils' attainments, but in general the curriculum has not yet been sufficiently adapted to reflect pupils' backgrounds, needs and interests more closely, or to establish links between subjects. This is especially the case in English, which means that pupils have too few opportunities to practise and develop their skills as part of work in other subjects. Some good links between ICT and other subjects have been made. The provision for physical education and personal, health and social development is good. Visits, visitors and after school activities and clubs make a good contribution to pupils' personal development and fitness. Pupils appreciate these, as well as opportunities to participate in competitions, residential visits and community events.

Care, guidance and support

Grade: 3

Pastoral support for pupils is good, but weaknesses in academic guidance mean that care, guidance and support are satisfactory overall. The use of learning targets and pupil self-assessment is developing in some but not all classes. When some pupils write comments about their learning or difficulties, there is little evidence of teachers responding to them.

Personal support for pupils is very good. Staff are vigilant in supporting all pupils, but especially those who are most vulnerable, ensuring that their needs are well met. There are good procedures for child protection, checking of the school site and elimination of other risks. Good links with the local infant and secondary schools ensure smooth

transfer from one school to another. The breakfast and after-school care provision is welcomed by pupils and parents. Pupils' views are sought, listened to, valued and acted on.

Leadership and management

Grade: 4

The headteacher provides strong leadership. He has a clear understanding of the school's strengths and is working effectively with staff towards eliminating the shortcomings. For example, pupils' behaviour is much better and they are now making better progress as a result of better teaching. He is well supported by the deputy headteacher. Members of the newly established senior leadership team have responsibilities for leading and managing year groups and the core subjects. They are making a positive contribution to ensuring the school runs smoothly on a day-to-day basis. As yet their leadership role is underdeveloped because they are still being trained. This is why despite the headteacher's strong leadership, overall leadership and management are judged inadequate. The school development plan clearly addresses the school's weaknesses, but it contains too many priorities and should be rationalised to focus on the key areas that will have a quick impact on improving pupils' progress. Finances are managed effectively and the revised staffing structure ensures that staff with positions of responsibility are increasingly held accountable for standards and improving provision. Nevertheless, in view of the school's weaknesses and pupils' underachievement, the school is currently giving unsatisfactory value for money.

The governing body is supportive of the school and members are aware of the school's main strengths and weaknesses. They carry out their functions as they should. Their role as critical friend is not well developed, but is improving.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for making us welcome when we visited your school. We enjoyed talking to you. We found that although your school is improving, it does not ensure that all of you make enough progress in English, mathematics and science. At the moment the quality of education is unsatisfactory.

These are the things we especially liked about Southville Junior School:

- Most of you are friendly, polite and helpful and get on well together; a few of you, however, take up too much of the teachers' time and spoil others' learning.
- Staff listen to you and make sure that you are safe and very well cared for.
- Visits, visitors and after school clubs help you to enjoy learning and to stay fit and healthy; however we did notice that not all of you choose healthy drinks and food.
- The headteacher is working well with the staff to make improvements to the school.

These are the things that need improving:

- Teachers need to help you to make better progress in English, mathematics and science; your handwriting and the presentation of work also need to improve.
- We have asked your teachers to make sure the work they give you is not too easy or too hard, to make some of you work harder, and to give you more information about what you need to do to improve.
- We have asked staff responsible for subjects and year groups to check your lessons and work so that they can help improve the school.
- We have asked the staff develop the curriculum, to make it more interesting and to make better links between subjects.

We feel certain you will want to help your headteacher and staff to improve your school.

With very best wishes

Kathryn Taylor

Lead Inspector