

# Southville Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102498
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	286399
<b>Inspection date</b>	28 March 2007
<b>Reporting inspector</b>	Sean O'Toole

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

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<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 on roll</b>	
School	323
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rebecca Ingoe
<b>Headteacher</b>	Miss Joanne Lacey
<b>Date of previous school inspection</b>	27 January 2003
<b>School address</b>	Bedfont Lane Feltham TW14 9NP
<b>Telephone number</b>	020 8890 6745
<b>Fax number</b>	020 8890 7039

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

The school is located in an area of high unemployment and socio-economic disadvantage. Its pupils come from a wide range of cultural backgrounds. One in four pupils is at an early stage of speaking English. A third of pupils have learning difficulties. Nine pupils come from Traveller backgrounds mainly Showmen's Guild. With changing cohorts attainment on admission has declined in recent years and most pupils start school with very low levels of language and social skills. Turnover of pupils is high and in recent years there have been several staff changes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Several parents commented that given the opportunity they would like to come to this school. One parent said, 'I wish I had such caring teachers when I was at school.' It is clear that underpinning the work of the school is a strong commitment to the well-being of pupils. The staff's positive attitudes and encouragement do much to build the pupils' confidence and to equip them for learning. This is a good school which serves its pupils well.

Good leadership and management underpin all aspects of the school's work enabling the pupils to achieve well. A particular strength is the way in which pupils of all backgrounds and abilities fulfil their potential and become committed to learning. As a result, standards in reading, writing and mathematics are average by the end of Year 2. This represents considerable success for the pupils, many of who start school with very low levels of skill and knowledge. There is still room for improvement in extending opportunities for pupils to use their writing skills in other subjects and in expecting more of the able pupils.

Parents speak highly of the care shown to their children and are delighted about their growing confidence both academically and socially. Pupils are good learners who enjoy all the school offers. They participate eagerly in extra curricular activities and enjoy taking responsibility, being especially proud of the achievements of the school council. One girl said, 'Everyone is kind and friendly and I like it very much.' Although there are occasional incidents of rough play they are dealt with well. Pupils are increasingly confident in working with others and proud of their contribution in raising funds to support charities. The development of these positive attitudes starts in the Nursery where children quickly adjust to working with others. The good provision in the Foundation Stage helps to prepare children well for the next stage of their education.

The headteacher inspires confidence in her colleagues and parents think highly of her. She has developed a good team who work well together and are willing to take on initiatives. Together they have tackled the issues raised in the previous inspection. Standards have improved. Teaching and learning are good and often outstanding in Year 2 because of imaginative and exciting challenges which inspire the pupils. In a few lessons the pace is too slow and pupils lose concentration because work is not always challenging and relies too much on pupils' completing worksheets. The school provides interesting experiences for the pupils and their parents and this adds to the quality of the curriculum and makes learning fun. Other initiatives which involve parents have been effective in helping them to understand how their children learn. The school is well placed to build on this and its other successes.

### What the school should do to improve further

- Raise standards in writing, especially for the more able, by increasing opportunities for pupils to write more imaginatively in other subjects.
- Ensure all lessons provide the pace and challenge of the best.

## Achievement and standards

### Grade: 2

Among the reasons why boys and girls of all abilities and ages achieve well is the use of assessment to identify their needs. Most children start school with very poor skills. They make a good start in the Foundation Stage and grow in confidence as learners, although their

communication, language and literacy skills are below average when they start in Year 1. Pupils' achievement is good. The school has tackled the issue of boys' underachievement in English by providing more interesting approaches which motivate them to try hard. Pupils from Traveller backgrounds achieve well as staff focus well on identifying specific needs and match work carefully so that the pupils can succeed. Very good support for those with learning difficulties, underpinned by high expectations and precise learning targets inspires confidence in these pupils. Those starting school with little English make rapid gains in basic conversation and enjoy exploring language through role play.

Standards at the end of Year 2 are average in reading, writing and mathematics although some more able pupils could do better in writing. There is an over-reliance on undemanding worksheets in some classes which limits opportunities to explore language. Nonetheless, results have improved steadily and indicators are that this year pupils should exceed their targets. This is because of high quality teaching in Year 2.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Most of the time they behave well and have happy relationships with everyone. Sometimes, when activities are not interesting enough, behaviour slips. Attendance is satisfactory but is adversely affected by a persistent group who regularly miss school. The pupils have good spiritual, moral, social and cultural qualities. They enjoy school and particularly like the opportunities to work alongside their parents on scientific experiments. On such occasions there is a buzz of excitement which does much to instil good learning.

The school council takes its responsibilities seriously. Pupils say they feel safe and are knowledgeable about healthy eating. They enjoy opportunities for physical education and after school games clubs. Pupils participate eagerly in raising funds for charities. From the Nursery onwards, pupils take an interest in learning and with opportunities to work in groups and to use information and communication technology they are prepared well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and outstanding in Year 2. In the Foundation Stage there is a good balance between children choosing activities and the direct teaching of skills. Recent success in developing children's knowledge of the sounds of letters is having a good impact on progress in reading and writing. Throughout the school, teachers plan thoroughly and make good use of resources to interest pupils. Initiatives to focus on helping boys have been successful in lifting the quality of their work. An excellent example of this was in a Year 2 lesson with pupils with learning difficulties. The teacher linked a story about pirates to a famous painting and the children's imaginations and enthusiasm were stirred and resulted in good progress.

Teachers carefully observe and support pupils and encourage them through helpful comments. One girl said, 'If the work is hard the teacher helps you and then it is easy.' Staff use a wide variety of methods and techniques to make learning effective; they are especially good at asking thought provoking questions. In an outstanding lesson in Year 2 the teacher challenged the pupils to find ways of recording data. They made good choices, responded enthusiastically

and accurately. A few teachers rely too much on worksheets to develop pupils' basic skills. Pupils find this uninteresting and consequently learning is not as brisk as it should be.

## **Curriculum and other activities**

### **Grade: 2**

Children in the Foundation Stage enjoy lots of practical experiences and opportunities to explore and investigate. The good curriculum helps pupils to grow in confidence academically and socially. The pupils' basic skills in English and mathematics are emphasised and in the best planning there are opportunities for pupils to apply these skills in their work in other subjects. The school provides a good and enjoyable range of extra curricular activities which enhance pupils' skills in skills in sport, the arts and music. Lessons about relationships, the dangers and benefits of drugs and opportunities to discuss feelings in small groups prepare pupils well for the future. One school councillor said, 'We learn how to look after ourselves and be caring.'

## **Care, guidance and support**

### **Grade: 1**

Because the school has so many vulnerable pupils this aspect is at the heart of its work. Care, guidance and support are outstanding and contribute substantially to creating a positive ethos in which pupils thrive. Procedures to safeguard and protect the pupils are excellent; staff are vigilant and caring. The exceptional involvement of outside agencies in the school's work is a strong contributory factor in raising pupils' and parents' expectations of learning. Excellent pastoral support is enhanced through good assessment procedures which staff use to identify pupils' academic progress. There is some exemplary marking and guidance which moves learning on at a good rate. Highly skilled assessments of those with learning difficulties and those at an early stage of learning English contribute much to good achievement.

## **Leadership and management**

### **Grade: 2**

It is clear that in this school all are valued and that staff see the involvement of families as crucial to the pupils' success. Parents and pupils feel that their views are listened to. The headteacher takes a strong lead and is supported ably by the senior staff in improving teaching and learning and in providing high quality care. As a result, standards have improved steadily and there is a lively and purposeful atmosphere where learning is fun.

The deputy has taken a strong lead in using data to identify any gaps in learning and to set challenging targets. The staff are critical of their work and rigorously evaluate the impact of initiatives. Any underachievement is tackled quickly as seen by the ways in which boys' writing has been improved. Management at most levels works well, although several subject leaders are new and need to make a greater impact on linking work between subjects. Governors are supportive and see the many positive qualities of the school's work. Their role in monitoring provision and standards is satisfactory. The school identifies priorities clearly and reviews progress regularly but systems to measure success are not based sufficiently on specific targets.

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for your friendly welcome. I was sorry to have only one day in your school because I would have liked to have seen more of your work. The school council told me lots about the school and how happy a place it is to be. Most of you love coming to school, although some of you need to make more of an effort to come everyday. You enjoy lessons, extra activities and especially working with your parents on exciting topics like science.

It was good to see that you get on well together and listen carefully to your teachers. The teachers really care a lot about you and your parents said how this helps to make the school feel special. Some of your parents said they would like to be children again so they could come to the school. You make everyone feel welcome and newcomers said that they had quickly made friends.

Your school is good because it is a fun place to learn. Many of you said that you feel safe here and that if you have a problem the teachers would listen to you. You also work hard and are good at concentrating in lessons. I enjoyed listening to some of you read and it was good to see how much your writing is improving. Children in Year 2 work very hard and this helps them to do well in their tests.

The teachers try hard to make lessons interesting and I know that you particularly like practical work such as art and information and communication technology. I have asked your teachers to give you more opportunities to write interesting things in different subjects. This will help you to do even better and you can help by always trying to use interesting words and sentences. Sometimes, the teachers give you worksheets to fill in and some of them are too easy for you so I have asked the teachers to find different ways of helping you to learn.

Thank you again for helping to make my day interesting. I hope you will always enjoy going to school.

Sean O'TooleLead inspector