



Berkeley Primary School

Inspection Report

Unique Reference Number 102522
Local Authority Hounslow
Inspection number 286409
Inspection dates 5–6 December 2006
Reporting inspector John Earish

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

Type of school	Primary	School address	Cranford Lane
School category	Community		Heston
Age range of pupils	3–11		Hounslow TW5 9HQ
Gender of pupils	Mixed	Telephone number	020 8570 5700
Number on roll (school)	448	Fax number	020 8572 6768
Appropriate authority	The governing body	Chair	Mrs M Crowe
		Headteacher	Mrs C Haslam (Acting)
Date of previous school inspection	11 March 2002		

Age group 3–11	Inspection dates 5–6 December 2006	Inspection number 286409
--------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school is situated near to Heathrow Airport, where social circumstances are much less favourable than average. The proportion of pupils eligible for free school meals is well above average. The school admits pupils from a wide variety of social backgrounds. About three quarters of the pupils are from minority ethnic groups and about a quarter are at the very earliest stages of learning English. This number is increasing year-on-year. Attainment when children start school, whether in Nursery or Reception, is exceptionally low. The mobility of pupils is high with an increasing number of refugees and asylum seekers. The proportion of pupils with learning difficulties and disabilities is well above that found nationally. The school is being led by an acting headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Berkeley is a satisfactory school. The overwhelming majority of parents believe it is a very caring and friendly school where each child is valued and made to feel special. The acting headteacher has been very effective at holding the reins during the current term. She has focused well on securing the positive impact of recent initiatives such as Project Achieve. In addition, she has maintained a strong sense of community and team work so that all adults are working purposefully to improve the achievement of all pupils. Partnerships to promote pupils' well-being remain strong and effective. Standards are rising, even though they are well below average in writing, mathematics and science. Teaching is improving. Almost all pupils make the progress expected of them, so that achievement is satisfactory.

Teaching and learning are satisfactory overall. The amount of good teaching is increasing but it is still not enough. In the better lessons, teachers plan effectively to meet the needs of all groups of pupils and progress is good. In other lessons, work is not as well matched to pupils' individual needs and progress is not as rapid. Very many pupils start school with very weak personal, social, language and numeracy skills. They make a good start to their learning in the Foundation Stage but few reach the goals that are set for children by the start of Year 1. The strongest progress is made by those who are from ethnic minorities and travellers. As one parent wrote, 'My son has had four outstanding teachers who have helped him with his difficulties and he has made progress. I am very grateful for all that they do for him'.

The care of pupils is good, and they are well guided and supported in their learning, so that they know what they must do to improve. A programme to help pupils discuss their emotions and think about behaviour has helped to create the school's calm and orderly atmosphere and the pupils' good behaviour.

The curriculum is satisfactory. There is a good range of activities that capture pupils' enthusiasm and interest. Their personal skills are prompted well and they have a good understanding of healthy lifestyles and staying safe. Pupils with learning difficulties or disabilities and those with English as an additional language are well provided for. However, there are weaknesses. Teachers do not always plan well enough to ensure that children who find learning easy are given work that will challenge them.

Teaching assistants, alongside teachers, play a vital part in ensuring that pupils' personal development is good. Most pupils now attend regularly; although there is still a nucleus whose attendance remains erratic. Pupils speak confidently about the many trusted adults they can turn to for help and support. They feel happy and behave well because the school is much better at tracking their personal development and using this information to meet their individual needs.

Leadership and management are satisfactory. The most important areas for improvement have been accurately identified and appropriate actions are being taken to tackle the issues. The school has rightly recognised the need to increase the influence of senior managers on the quality teaching and learning across the school. Appropriate

action has already been taken to tackle this issue by restructuring the roles and responsibility of the senior management team.

What the school should do to improve further

- Raise standards, particularly in mathematics and writing, at Key Stage 2.
- Increase the proportion of good teaching in order to improve progress and raise standards.
- Improve the quality of planning so that tasks are well matched to pupils' individual needs and capabilities.

Achievement and standards

Grade: 3

Standards are well below average in English, mathematics and science, but achievement is satisfactory. The vast majority of pupils make the expected progress or better. They meet their targets. Those who remain in school the full six years do considerably better than the many pupils who join late, often from overseas and speaking very little English. A programme of support for English meant that results rose in 2005. This is due to the rigorous approach to tracking pupils' progress, and the work of leaders in monitoring and supporting learning. Those pupils who are speaking English as an additional language and travellers make good gains because of the focused support they receive. However, planning for the needs of higher attaining pupils is inconsistent, which limits their progress.

Personal development and well-being

Grade: 2

Pupils enjoy school, are keen to learn and behave well. They enjoy the many opportunities that the school has to offer them and speak enthusiastically about them. Spiritual, social, moral and cultural development is good. Pupils have a good understanding of the many cultures represented within the school community, which they value and respect. They know about the importance of a healthy lifestyle and staying safe, and have recently achieved the Sport England Activemark. Pupils feel safe at school and say that bullying is rare; as one child commented it is 'once in a blue moon'. However, when it does occur it is dealt with quickly by the adults. Attendance is improving as a result of the school's rigorous monitoring of attendance and punctuality. The school council welcomes having a voice and has made several changes including improvements to the school lunches. They consult widely before making suggestions or taking decisions which they explain to their classmates. Their contribution to the community is good. In addition to raising funds for different charities, they are financially supporting a child in West Bengal through World Vision. While basic skills are low, pupils work together cooperatively and leave the school as confident well-rounded individuals.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, enabling pupils to make satisfactory progress throughout the school. Teachers have high expectations for behaviour and have established positive relationships with their classes. In the better lessons, teachers set a good pace, structure the learning well, show enthusiasm for the subject and make good use of resources, particularly information and communication technology (ICT). This helps pupils to make good progress in their lessons. However, in too many other lessons, work is not closely matched to pupils' individual needs and lacks challenge, especially for more able pupils. This is because teachers do not make sufficient use of the assessments they make in order to plan work. In addition, their planning is not thorough enough.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets national requirements. A good range of topics and themes are planned to meet the needs of Berkeley pupils, such as Black History month and the Travellers' topic. The curricular provision for pupils with learning difficulties or disabilities and those learning English as an additional language is good and well focused. The curriculum is enriched appropriately and makes a positive contribution to the pupils' personal development. This includes a residential visit, and an appropriate range of clubs and extra-curricular activities, which the pupils enjoy and are keen to attend. In addition, a good range of visits to deepen learning take place.

Care, guidance and support

Grade: 2

Very positive relationships across the school, coupled with the high priority placed on treating each child as an individual, ensure that support, care and guidance for all pupils are good. Project Achieve and the Anti-bullying and Learning to Respect initiatives ensure that pupils can work together in a positive and harmonious learning environment. Policies and procedures to ensure pupils' health, safety and welfare are made clear to all staff and are carefully implemented. Target setting is used satisfactorily to guide pupils' academic development. However, there is scope to improve this support so that pupils have an even clearer understanding of what they must do to improve. Action is being taken to deal with this. The school works well with parents, volunteers, the learning mentor and a variety of external agencies to support all children including those most at risk.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The acting headteacher provides good leadership, which builds on people's strengths and creates a culture where team work is strong. She has ensured that the gains from recent initiatives to raise pupils' achievement have been sustained and enhanced. There is satisfactory capacity to secure further improvement. She has been ably supported in these tasks by the acting deputy headteacher and governors, who are ensuring a smooth transition for the new headteacher to lead the school from the beginning of next term.

However, things have not stood still during this period of change. Clear systems for appraising the school's work have identified key priorities for development in partnership with the local education authority. These are manageable and well directed where they are needed most. Governance is satisfactory. The recent work of the governors shows they are becoming much more involved in the strategic management of the school and are effectively holding the school to account for its work.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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	Yes

Achievement and standards

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your school recently. We were really impressed with your friendliness and good behaviour and your sensible and helpful attitude towards each other. We think that your school, overall, is satisfactory and you make satisfactory progress in lessons.

Here are some of the good things we found about your school:

- Your behaviour is good, and you told us that you enjoy school and we could see that you do!
- All the adults work hard to make sure that the school is safe and you are well cared for.
- Your teachers check your progress well and set targets for you in literacy and maths.
- You have a good knowledge about how to stay safe and to live healthily.
- You enjoy taking on responsibility such as being playground buddies and improving school meals.

We have asked the school to work on some things to make your school even better:

- Make your results better in English, mathematics and science by making sure that everyone in the class has work that is not too easy or too hard for them.
- Make sure that all your lessons are as good as the best ones in the school.

You can all help by continuing to work hard and to meet the targets set for you.

With best wishes

John Earish

Lead Inspector