

26 June 2007

Mr John Norton  
The Headteacher  
Southville Junior School  
Bedfont Lane  
Feltham  
TW14 9NP

Dear Mr Norton

### Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 19 June 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. I would also like to thank the subject co-ordinators, pupils and the representative of the local authority who took time to talk to me.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in November 2006, the school was asked to:

- 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.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising pupils' achievements. The strong leadership of the headteacher, supported by improvements in the tracking of pupils' progress and the monitoring of teaching and learning, are steering the school in the right direction. There has been good improvement in some areas but further development is needed to ensure that all pupils achieve as well as they should.

The school has made satisfactory progress in ensuring that teaching meets the needs of pupils of all abilities in order to improve pupils' progress in English, mathematics

and science. Standards are rising in mathematics and reading. There are early signs of improvement in writing, including handwriting and presentation, but standards remain well below average. Standards are also well below average in science in Years 3 to 5, although they have risen significantly in Year 6. The legacy of underachievement is being tackled systematically but more time is needed for improvements in teaching to have a full impact on standards and achievement. Many pupils have begun to make satisfactory progress but they still have important gaps in their learning and underachievement is unlikely to have been resolved fully by the time of the next inspection.

There is a positive and purposeful atmosphere within classrooms and around the school, and pupils are ready and eager to learn. Lesson plans identify clear learning objectives and success criteria. Teachers are much more secure than they were in assessing pupils' work against National Curriculum levels and are beginning to make use of the valuable tracking data that is now available in the school. They know which pupils need more support because they have been identified as underachieving. However, failure to match work to the needs of different groups of pupils remains an important shortcoming in far too much of the teaching. Even where teachers attempt to do this, there is too little difference between the tasks set for the least and most able. Higher attaining pupils are not being challenged sufficiently and most of the pupils interviewed said that they would like harder work.

The school has made satisfactory progress in ensuring that middle managers make a greater contribution to raising achievement. Co-ordinators in English, mathematics and science have undertaken a satisfactory range of monitoring, including work scrutiny and some lesson observation. They are able to identify where the school has made improvement and some of the areas where more work still needs to be done.

The school has made satisfactory progress in developing the curriculum. It has made good use of a range of intervention strategies to help those pupils with learning difficulties and who need additional support. It has begun to forge more links between subjects, to ensure that literacy is promoted across the curriculum and to enrich learning through special events.

The school has made good progress in providing better guidance to pupils about what they should do to improve their work. Individual targets are in place for all pupils in English, mathematics and science and pupils know them. Teachers' marking is very much improved, providing pupils with good information about how to improve their work. Pupils have begun to be involved in evaluating their own progress, with good practice evident in the use of 'purple assessment books'. Sessions at the end of lessons are not used sufficiently to check and consolidate pupils' learning.

The local authority has provided the school with good, regular support and challenge. This has been well informed by its statement of action and by accurate ongoing self-evaluation. The significant amount of adviser and consultant time made available has strengthened monitoring and evaluation by the senior leadership team and been effective in improving the quality of teaching. A strong and open

collaboration between advisers and the headteacher, underpinned by a good deal of work to build the capacity of staff and pupils for improvement, means that the school is now well placed to develop further.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Margaret Goodchild  
Additional Inspector