

Berrymede Infant School

Inspection report

Unique Reference Number	101867
Local Authority	Ealing
Inspection number	307832
Inspection dates	14–15 October 2008
Reporting inspector	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	269
Government funded early education provision for children aged 3 to the end of the EYFS	109
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Yvonne Johnson
Headteacher	Mrs Billie-Ann Ohene
Date of previous school inspection	2 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Castle Close Acton London W3 8RN
Telephone number	020 8992 6604
Fax number	020 8896 0469

Age group	3–7
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Berrymede Infant is a larger than average school with Early Years Foundation Stage (EYFS) provision in Nursery and Reception. Following a period of low numbers the school roll is rising and there are three full classes in Reception. The school serves a very ethnically diverse community. The proportion of pupils who speak English as an additional language is very high and many are at an early stage of learning English. The percentage of pupils with learning difficulties and/or disabilities is above average and many of these have speech and language difficulties, find basic literacy and numeracy difficult or need help to settle in class. The proportion of pupils who join or leave the school partway through their education is high. There have been a number of changes in staff responsibility over the last year. The school has been awarded Healthy School status and the Activemark for Physical Education (PE).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Berrymede Infant is a satisfactory school. The school's strengths are in its targeted support for pupils with learning difficulties and/or disabilities and those who are at an early stage of learning English, and in its induction arrangements for those who join the school part-way through their education. Other strong features are its partnerships with a range of outside agencies to support pupils who have speech and language difficulties and those who have difficulty settling in class, and its approaches to community cohesion.

Children join the school with a range of skills and capabilities but generally they are below those expected for their age and are particularly weak in literacy and numeracy. Progress throughout the school is satisfactory although standards at the end of Year 2 are below the national average. Teaching and learning are satisfactory overall. There is some good teaching which successfully challenges pupils so that they make good progress. However, the quality of teaching and learning is uneven across the school because planning does not always ensure that work is well suited to individual needs and lessons are not consistently well organised. Pupils' awareness of what they should do to improve their work is too variable because marking and target setting do not always make clear to them how they can move up to the next level in their work. Additional adults provide a good level of support both in class and in small, targeted groups for pupils with learning difficulties and/or disabilities which helps them to make good progress.

Pupils enjoy school. One parent noted, 'My children are happy at school.' Nevertheless, attendance is still unsatisfactory. The school provides good opportunities to learn about other faiths and the lives of those who live in the local community and abroad. This supports pupils' good cultural development. For example, the annual Eid Festival involves many members of the local community and includes food tasting and musical performances. Pupils' behaviour is satisfactory overall. In many lessons and around the school it is good, but this standard slips in lessons which are not consistently well managed or where pupils are not sufficiently challenged by the teaching. The school works hard to involve parents and carers in their children's learning. For example, they run workshops to support them in helping their children at home, classes to support those who are learning English as an additional language, and provide termly information about the work pupils will be doing in different subjects.

The curriculum rightly gives high priority to literacy and numeracy. The school has recently introduced daily teaching of letters and sounds (phonics) and the school's own assessments show that this is successfully improving rates of progress in literacy, particularly in writing, for all groups of pupils.

The headteacher and deputy work well together and have created a common sense of purpose within the school, with inclusion at the heart of all its work. The school accurately analyses its provision. However, priorities for development which stem from the process of self-evaluation do not always result in action being taken briskly enough in all the areas where it is needed to produce rapid improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children make satisfactory progress in EYFS. Children joining the EYFS in the small Nursery class get off to a good start. They have a range of skills but they are generally below the

expected levels for their age and are particularly low in literacy and numeracy skills. Many are new to speaking English. Induction arrangements include opportunities for parents and carers to meet staff and spend time with their children in the classroom. This helps them to settle quickly. Activities rightly emphasise developing children's independence, social skills and confidence. The Nursery outside space has been recently improved. However, opportunities for children to choose whether to develop their skills inside or outside are sometimes missed because they do not always have access to the outdoor areas. There are many more places available for children in the Reception classes, and large numbers join the school then. Over recent years, children have entered the Reception classes with skills and capabilities which are below those expected for four-year-olds and their literacy and numeracy skills are particularly weak. They make satisfactory progress although many do not meet the goals expected by the start of Year 1. The school's most recent records show that more children are now meeting the expectations for their age in many areas at the start of Reception. However, a significant number still have weaknesses in literacy and numeracy and are at an early stage of learning English. Assessments at the end of Reception, in 2008, show that recent changes to the way letters and sounds (phonics) are taught have been successful and more children have made good progress to meet the expected levels in their literacy skills. Teaching is satisfactory overall. Whilst some teaching is good, it is too inconsistent to ensure that all children make good progress. The balance between adult-led tasks and opportunities for children to choose activities for themselves is not always even enough. As a result, children do not always receive support well matched to their specific needs in order to develop their basic skills. The very recently appointed coordinator provides satisfactory leadership and management.

What the school should do to improve further

- Sharpen the skills of leaders and managers at all levels in using information from monitoring and data analysis to prioritise the most appropriate action to bring about swift improvements.
- Ensure that teachers make better use of the information gained from tracking progress, assessing and marking to ensure pupils know their targets, how to improve their work and are set consistently challenging tasks.
- In partnership with parents and outside agencies, make a determined and uncompromising effort to improve attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Over recent years, results of assessments at the end of Year 2 have been generally below the national averages with mathematics being a weaker area. From pupils' below average starting points, this represents satisfactory progress. The school's own assessment information shows there are examples of good progress, for example pupils learning English as an additional language who receive targeted support and in writing, as a result of the strong emphasis the school now places on developing pupils' use of letters and sounds. However, this is not yet consistent across subjects. Apart from pupils with learning difficulties and/or disabilities, who do well, all groups of pupils at the school make similarly satisfactory progress.

Personal development and well-being

Grade: 3

Pupils have a good awareness of how to keep themselves fit and healthy. They are keen to participate in games and enjoy using skipping ropes at break-times, although a small minority are overly boisterous. Spiritual, moral and social development is satisfactory. Pupils' cultural development is good because of the good opportunities provided. Pupils make a good contribution to the school and local community, including supporting local charities for the elderly and the homeless. This helps them to think about those less fortunate than themselves and encourages generosity of spirit. The school council has been recently introduced and pupils are developing their role and improving their teamwork skills. For example, they wrote a collective letter to a manufacturer to ask why they were having to wait so long for the school council badges they had ordered. Pupils' progress in English, mathematics and information and communication technology (ICT) and their participation in projects such as recycling which foster team building, prepare them satisfactorily for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

Relationships between pupils and staff are warm and friendly. In some classes, teaching is lively and moves learning on at a brisk pace. Teachers use thinking skills and 'brain gym' exercises well to support pupils' learning. For example, pupils in Year 1 settled quickly to literacy work following a series of brief exercises and enjoyed sharing their ideas working together in pairs. Speaking and listening skills are generally well promoted which supports all learners, particularly those who speak languages other than English at home. However, tasks are not always clearly explained and well organised. Expectations about what pupils can achieve are not consistently high enough and pupils are not always set suitably challenging tasks to do. This is because information from assessments is not used consistently to plan the next steps in pupils' learning. As a result, the rate of learning slows and, in these classes, the behaviour of pupils is not consistently good. Committed teaching assistants give good support to pupils who have learning difficulties, as well as pupils who are new to the school and those who find it more difficult to settle. The quality of marking is variable and does not always make clear to pupils how to improve.

Curriculum and other activities

Grade: 3

Although older pupils have opportunities to write in a variety of different styles, they do not have enough opportunities to produce longer pieces of writing. Work in pupils' mathematics books shows they are doing plenty of calculations but they have fewer opportunities to investigate problems and solve them. Physical education is a strength and contributes to pupils' positive attitudes to keeping fit and healthy. Pupils enjoy music and singing. Opportunities to participate in many performances such as the Christmas concert help self confidence to grow. Good enrichment activities include themed weeks and visits to local places of interest help bring the curriculum to life. Visitors to the school, including musicians during Black History month, support pupils' understanding of global communities. Pupils have regular opportunities to develop their computing skills. However, opportunities to practice their literacy, numeracy

and computing skills across a range of subjects are limited. There is a good range of seasonal clubs including football and gardening.

Care, guidance and support

Grade: 3

The school works well with outside agencies to enhance pupils' progress, especially those pupils who struggle with speaking and listening, vulnerable pupils, and those who find it hard to settle in lessons. Procedures to protect pupils' health and well-being are robust. Pupils feel safe and are confident that adults will take action should any problems occur. There are good systems to support pupils who join the school part-way through their education which help them to settle quickly. Those who are at an early stage of learning English when they join the school receive intensive support in small groups. This helps them to make good progress in their English language skills. The school has appropriate systems to promote and celebrate regular attendance and good punctuality, but attendance remains below average. Academic guidance is satisfactory. Pupils' work is marked regularly but comments are not always helpful in setting out clearly what pupils need to do to improve their work. Good systems are in place to check how well pupils are making progress and data is analysed well. However, information from assessments is not used consistently to plan the next steps in pupils' learning and ensure that they are all set suitably challenging tasks so that they all make good progress. Some pupils know their targets, particularly for literacy, but others do not. As a result, pupils are not always clear what they need to do in order to move up to the next level in their work.

Leadership and management

Grade: 3

Changes to the allocation of management roles and responsibilities are positive but some recently appointed leaders have not been in post long enough to have developed their roles or to have had an impact on provision. As a result of generally accurate self-evaluation and regular monitoring, the school has a clear understanding of what improvements are needed. However, priorities for development do not always lead to swift action to bring about rapid gains in the quality of the school's work. Improvements to the assessment system, enhancements in the teaching of phonics and in pupils' progress in writing reflect the school's satisfactory capacity to improve further. There is a strong commitment to ensuring that all pupils are included. The governing body is very supportive and committed to helping the school to improve.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	3
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 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?	3

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

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

03 November 2008

Dear Pupils

Inspection of Berrymede Infant School, London, W3 8RN

Thank you for your friendly welcome and for helping us when we visited your school recently. Berrymede Infant is a satisfactory school.

We enjoyed our visit very much and particularly enjoyed hearing you sing 'Glad that I live am I' so tunefully in assembly without any musical accompaniment. We also enjoyed hearing about the ways you have been celebrating Eid recently. We wanted to tell you what we found.

These are the best things about your school.

- You and your parents and carers told us that you enjoy school.
- You have a good understanding of people who live in your local community and those who live in communities that are different from yours.
- You know why it is important to keep yourselves fit and healthy and enjoy the many physical activities the school organises for you.
- Those of you who find learning hard get additional help and do well.

We have asked the school to make sure that teachers plan work that is just the right level of difficulty for you. They will make sure that you know your targets and give you more ideas about how to improve your work when they mark your books. Some of you miss too much school, so we are asking your parents, carers and the school to work together to make sure you go to school every day. When trying to improve Berrymede Infant School, we have also asked the leaders and managers to make sure the most important things get done quickly.

Finally, we would like to thank you once again for your help and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead Inspector