

Springwell Infant and Nursery School

Inspection report

Unique Reference Number	102502
Local Authority	Hounslow
Inspection number	308033
Inspection date	7 July 2008
Reporting inspector	Raminder Arora

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

Type of school	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number on roll	
School	347
Appropriate authority	The governing body
Chair	Mr Surjrt Dhingra
Headteacher	Mrs Christine Norris
Date of previous school inspection	4 November 2003
School address	Speart Lane Heston Hounslow TW5 9EF
Telephone number	020 8570 5702
Fax number	020 8569 6728

Age group	3-7
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: Achievement of pupils and the standards they reach, the quality of the curriculum, and care, guidance and support given to pupils, as well as the effectiveness of the school in providing the right academic guidance to pupils. Evidence was gathered from lesson observations, samples of pupils' work and scrutiny of teachers' planning and monitoring documents. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Some observations and discussions were made about the quality of the other aspects of the school's work, but not in detail. The inspector found no evidence to suggest that the school's own assessments as given in its evaluation were not justified, and these have been included where appropriate in this report.

Description of the school

This larger than average sized Infant and Nursery school, serves a culturally diverse community. Almost all the pupils are from Asian backgrounds, the largest groups being of Indian and Pakistani origins. 90% of pupils speak English as an additional language and around a quarter of this group are at an early stage of learning the language. An above average number of pupils have learning difficulties and/or disabilities, mainly relating to speech and language and moderate learning difficulties. The school holds the Primary Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Springwell is an outstanding school where pupils achieve consistently well in a caring learning environment that is both stimulating and secure. One parent wrote for many, 'Excellent school, teachers and facilities. It is extremely difficult to find diversity cared for better at any other school.' The school is successful in realising its logo, 'Aim High and Value All'. Pupils are extremely well cared for, because relationships are strong at all levels. Staff work exceptionally well as a team and place a high emphasis on the welfare of the pupils. The provision for pupils with learning difficulties and/or disabilities, and those learning English as a new language, is extremely well managed. As a result, support for these pupils is highly effective and they make remarkable progress. The headteacher's powerful vision, which the staff share fully, is put into practice very effectively. A particularly knowledgeable governing body asks pertinent and helpful questions and offers quality support and advice. The headteacher and senior staff observe teaching and learning regularly. The results are constructively fed back to teachers, so that consistency, with which their preferred systems and methods are applied, improves constantly.

Key to the pupils' outstanding achievement is the high quality of teaching and learning which is consistently good and often outstanding. As a result, pupils learn extremely well and reach above average standards in reading, writing and mathematics by the end of Year 2. The results of 2007, as well as the provisional results of this year's national tests are consistent with these findings. Children enter the Foundation Stage with skills that are well below those expected of three and four-year-olds, particularly their social and linguistic skills. Many have poor personal and independent skills on entry to the Nursery. Very skilful teaching enables them to make exemplary progress overall, especially in the personal, social and emotional area of learning. This excellent start is well consolidated in Key Stage 1. On entry to Year 1, pupils are relatively less confident in the language and literacy area, particularly in writing. Raising the number of pupils gaining higher levels in writing is a well-considered school priority. This is being achieved through extended opportunities for pupils to write independently and at length across other subjects. Much greater emphasis is being placed on drama, role-play and talking partners. Pupils are excited by the work that they do in lessons and make exemplary progress overtime from their individual starting points. Pupils' outstanding achievement together with their strong personal skills means that they are very well prepared for their next school to continue learning.

The school's curriculum is exceptionally broad and caters very effectively for pupils' personal, social, and health education. It meets all pupils' needs through careful planning and the well-established ethos of high expectations. Pupils enhance their personal qualities through a wide range of enrichment activities, and by actively participating in the good variety of clubs, for example, information and communication technology (ICT) and sports club.

The outstanding care, guidance and support are contributing much to pupils' outstanding personal development. Statutory requirements for safeguarding and child protection are met. When asked, pupils willingly express their enjoyment of school, offering reasons such as, 'Teachers make lessons fun and you are never bored.' This high level of enjoyment means that pupils want to be in school. Pupils' attendance, although currently satisfactory, is affected by some families taking children overseas to visit relatives during term time. The school, in close partnership with parents continues to address this issue and make all efforts to ensure good attendance. Parents are made well aware of the effects of absence on their children's education. Strong measures are put in place to ensure that pupils do not fall behind in their work. This is

achieved through the school's very effective assessments to track pupils' progress and target extra support. All pupils are well involved in setting and reviewing their learning targets for continuous improvement. This provision is rightly being extended to provide more regular opportunities for pupils to reflect, assess and share their own learning with others to help understand what to do next to improve their work, particularly their independent writing.

The pupils' personal development, including their spiritual, moral, social and cultural awareness, is outstanding. Their behaviour is exemplary. A parent wrote, 'Children are encouraged to be well-disciplined, and always made to feel proud of themselves.' Pupils know right from wrong and show excellent sense of staying safe, fit and healthy. They know that eating fruit and vegetables and taking regular exercise is healthy and keeps them fit. Pupils make outstanding contributions to the school's smooth running and to the wider community, through their roles as Buddies or FABS the playground monitors. Pupils carry out these responsibilities conscientiously. The school council provides opportunities to pass on other pupils' views about how to improve the school to the headteacher and staff. Pupils willingly raise funds for charities, for example, Red Nose and Jeans for Genes.

The school's outstanding performance is secured because the leaders and managers at all levels are very effective. School self-evaluation while substantially accurate is sometimes a little modest. The headteacher, strongly supported by senior leaders and governors, skilfully identifies what needs to be done to secure and sustain improvements. The school benefits from the many strong links with educational organisations, especially the junior school. Parents are very happy and supportive. Responses to parents' pre-inspection questionnaires were very positive. Many wrote comments of admiration for what the school does for their children. Typical of the overwhelming majority, one response stated, 'the school is an asset to the community; teachers are fantastic and always have children's best interest at heart.' This degree of support in the light of the school's sustained success means that its capacity to improve even further is outstanding.

Effectiveness of the Foundation Stage

Grade: 1

The stimulating indoor and outdoor environment is outstanding and is used extremely well to build firm foundations for children's learning. Teaching areas are well defined and resources thoughtfully organised to aid independence and promote children's confidence and self-esteem. Children are busily and purposefully engaged in the wide range of imaginative activities, well chosen to match their needs and interests. Staff have secure understanding of how young children learn. Children settle well and make rapid progress as a result. Teachers' planning is strongly focused on activities to encourage speaking and listening, especially through role-play. There is a good balance of teacher directed activities and those that children choose themselves.

What the school should do to improve further

- Ensure that all lessons engage pupils more fully in assessing their own learning and help them to understand what to do next to improve work, particularly in their independent writing.

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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	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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

15 July 2008

Dear Pupils

Inspection of Springwell Infant and Nursery School, Hounslow, TW5 9EF

Thank you for welcoming me to your school. You were all very helpful and polite. I thoroughly enjoyed looking at your work and speaking to you. It was good to find so many children who said that they like their school and think it is a great place to be. I agree with you that yours is an outstanding school.

Most of you make excellent progress. I found children showing excellent behaviour in and around the school. My working lunch with the school councillors was very helpful. They told me all about the enjoyable things that the teachers plan to make your lessons 'fun', and how well they look after you. I agree with them.

Here are some more things I like about your school.

- Children in the nursery and reception classes get off to a great start.
- Your teachers plan lessons very carefully and make your learning fun, which helps you make good, rapid progress.
- I was very impressed by how well you all behave and how much you enjoy being at your school.
- You show an excellent understanding of how to be fit and healthy.
- Your school is very well run by the headteacher and other senior staff.
- All staff take extremely good care of you to be safe and happy.

Here is what I have asked your headteacher, the staff and the school's governors to do to make your work even better.

- Give you lots of opportunities to check your own work in lessons and see how well you are doing and what you need to do next especially in your writing.

I hope that you go on enjoying all the things that you do at your school.

Yours sincerely

Raminder Arora

Lead Inspector