

Strand-on-the-Green Junior School

Inspection report

Unique Reference Number	102503
Local Authority	Hounslow
Inspection number	308034
Inspection dates	3–4 March 2009
Reporting inspector	Olson Davis

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	313
Appropriate authority	The governing body
Chair	Ms Anne Flintham
Headteacher	Ms Sue Harrison
Date of previous school inspection	6 June 2005
School address	Thames Road Chiswick London W4 3NX
Telephone number	020 8994 7847
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Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves a diverse community in Chiswick. The proportion of pupils entitled to free school meals is above the national average. Just under half of the pupils are from White British backgrounds. The proportion of pupils for whom English is not the first language is higher than in the majority of schools. Few pupils, however, are at the early stage of learning English. The proportion of pupils who have specific learning difficulties, communication difficulties and behavioural difficulties is above average. There is an above-average proportion of pupils with a statement of special educational need. More pupils than usual join or leave the school at other than the usual times. The school has a number of awards including a Healthy Schools Award and Sports Activemark. There is a breakfast club and after school club managed by the governing body which also caters for pupils from the adjoining infant school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Strand-on-the Green Junior School provides a satisfactory and improving standard of education. Central to the school's growing success is the clear and purposeful leadership of the well-respected and experienced headteacher. She has established a strong sense of teamwork among staff who are working well together to raise standards and promote good standards of care. The school is successful at ensuring that pupils from different backgrounds and abilities feel valued, safe and secure. As a result, pupils enjoy their school; they behave well and want to learn. The vast majority of parents are pleased with the school's work. As one parent wrote, 'The school produces well-rounded and confident individuals well equipped for secondary school and life in general.' Good partnerships with parents, the neighbouring infant school, and outside agencies enrich the curriculum and provide benefits for pupils' learning and well-being.

Achievement is satisfactory and pupils reach average standards overall. They make steady progress from their broadly average starting points. However, in the 2008 national assessments, higher-attaining pupils did better in English and mathematics than in science. The school has made considerable progress since then to raise pupils' achievement. A strong focus on key skills and closer monitoring of teaching by the headteacher and senior leadership team has resulted in an improving trend in achievement for all groups of pupils. The new systems for tracking pupils' performance are of good quality and are enabling teachers to quickly identify underachievement and deal with it. Nonetheless, some pupils, especially higher attainers, could still do better, particularly in science and writing. This is because some lessons do not challenge them sufficiently and their learning is not moved on quickly enough. The school is not complacent and realises that it must increase the proportion of good teaching to accelerate pupils' progress and further raise standards.

The rich and varied curriculum is of good quality. It is enhanced by a wide range of activities and ensures that the many different cultures represented in the school are valued and celebrated. This supports strongly the pupils' good spiritual, moral, social and cultural development and contributes towards good racial harmony and community cohesion. As a result, pupils have a good understanding of diversity within the local and wider communities. Through their active participation in a wide range of sporting activities, pupils develop a good understanding of the benefits of exercise and other aspects of healthy living. The school has achieved a Healthy Schools Award and Activemark in recognition of its good work in this area. Links between subjects make learning more interesting and meaningful for pupils. This adds to pupils' enjoyment of school and their good cultural development. Pupils' good enterprise skills and inter-personal skills, together with their sound basic skills, prepare them well for the next stage of their education and future lives.

The most important areas for improvement have been identified within a well-focused improvement plan and determined action is being taken to tackle them. As a result, issues from the previous inspection have been tackled well, many strengths from the previous inspection have been maintained, and achievement is improving, particularly in reading and mathematics. This illustrates the school's good capacity to make further improvement, although there is still work to do to raise standards in science and writing. The school has rightly recognised that some subjects leaders lack sufficient oversight of standards and achievement, and this limits their influence on the quality of teaching and learning within their areas of responsibility.

What the school should do to improve further

- Provide more challenging work to raise achievement and standards, particularly in science and writing.
- Strengthen the monitoring role of some subject leaders so that they can support teachers more fully in raising standards.

A small proportion of 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

Achievement is satisfactory. Standards are average overall, but there is some variation in how pupils make progress in different subjects. Results of national assessments show that standards are generally above average in reading, average in mathematics and below average in writing and science. School data show that standards are above expectations in information and communication technology, religious education, physical education and personal, social and health education, as they were at the last inspection. The school has begun to track and analyse pupils' achievement more thoroughly and has identified how standards could be raised. This has led to improvements in teaching, and standards have begun to rise as a result, particularly in mathematics. Science and writing are still areas of relative weakness. Although pupils make satisfactory progress, more are capable of attaining higher levels. This is because teaching is not always sufficiently challenging, especially for the more able pupils, and progress slows. Teachers are becoming better at identifying and meeting the individual learning needs of their pupils, particularly those of lower attainment. As a result, pupils who find learning difficult because of specific learning and communication difficulties are making good progress. Those pupils who are new to learning English also make good progress because of the good support they are given by specialist staff. Minority ethnic pupils make similar progress to White British pupils.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Opportunities for pupils to be still and reflect on their lives and experiences are evident within both collective worship and lessons. Pupils set great store by the excellent relationships they have with their teachers and other school staff, and this is an important factor in their enjoyment of school. This is reflected in their good attendance. Pupils say that they feel safe and happy. They are realistic enough to acknowledge there are occasional disagreements and arguments, which they usually sort out for themselves. However, they are confident that more serious problems are quickly dealt with by their teachers and other adults. Those who occasionally display challenging behaviour are well supported in their efforts to improve. The school council has an important role in bringing forward ideas to improve the school and this ensures that children have a strong voice in the running of the school. Pupils show a growing sense of social awareness by raising money for charities and overseeing recycling and energy saving in the school.

Quality of provision

Teaching and learning

Grade: 3

Pupils make satisfactory progress in their learning because the quality of teaching is satisfactory overall. Learning is best when teachers provide opportunities for pupils to work in an active way and to discuss their work with each other. This helps pupils clarify their thinking as well as developing other skills and qualities such as teamwork and cooperation. As one parent wrote, 'I am consistently impressed by the innovative lengths that the teachers go to, to make lessons interesting. My daughter loved the topic on the Egyptians where they had to set up a travel agents and particularly when they had to take an aeroplane journey to Egypt in the classroom!' Teachers explain the tasks clearly at the beginning of lessons so that all groups of pupils know what they have to do and are expected to achieve. Improved planning means that teachers plan work based on pupils' differing abilities. Nonetheless, in some lessons, teachers do not always provide sufficient challenge, particularly in science and writing. On these occasions, pupils do not make as much progress as they should because the teachers do not demand enough, particularly of the higher-attaining pupils. Most teachers are skilled at questioning pupils to check their understanding throughout the lesson, adapting the lesson and tasks to meet their needs. However, not all teachers check so carefully on pupils' learning to ensure that they are making good progress.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good because the school regularly monitors and reviews provision. For example, this has resulted in action to improve the opportunities for writing across the curriculum and for science investigation. Pupils benefit from well-focused 'key skills' sessions to reinforce and extend their literacy and numeracy skills. Good provision for physical education and a well-planned programme for personal, social and health education contribute effectively to pupils' good understanding of being healthy and staying safe. Information and communication technology is used well to support pupils' learning in many subjects, for example, through the 'digital collage project' linked to art and science. French is taught across the school and contributes to pupils' good cultural development. Activities such as choir, orchestra, bridge, digital photography and gardening add greatly to pupils' enjoyment of learning. A wide range of educational visits and visitors to school bring breadth to the school's curriculum. Many pupils benefit from participation in the good variety of sporting and cultural extra-curricular activities provided within the after school club.

Care, guidance and support

Grade: 2

'Strand Juniors is a wonderfully supportive school.' This comment from one parent represents the views of many others who recognise the strong provision for pupils' care and support. Adults look after pupils very well and promote high-quality, caring relationships. Procedures for child protection, risk assessment and health and safety are rigorous. Pupils feel safe in this secure and supportive environment. The school's good quality assessment procedures ensure that pupils at risk are identified early and their progress is carefully tracked. Pupils who find learning difficult are well supported by a caring and skilled team of teaching assistants and a knowledgeable coordinator. There are good links with outside agencies to ensure that vulnerable

pupils are well supported. The breakfast club and after school club provide a high standard of care, which is greatly appreciated by parents. Academic guidance is good. Teachers' marking is comprehensive and gives pupils useful guidance on how to improve. Pupils have targets which they say are useful and help them improve their work. However, science targets do not always clearly identify the next steps in learning, especially for the higher-attaining pupils.

Leadership and management

Grade: 3

The headteacher, ably supported by her senior leadership team, gives clear direction to the work of the school. School leaders have identified the key priorities for improvement and have linked their actions to measurable outcomes for pupils. Consequently, school leaders and governors have a clear idea of the effectiveness of initiatives. Senior leaders and team leaders provide good role models for teachers and monitor teaching regularly. They provide teachers with clear targets for improvement and teachers are given specific advice and support to help them improve. This has led to greater consistency in teaching which is having a positive impact on achievement, particularly in mathematics. Some subject leaders do not make full enough use of assessment and monitoring information and this lessens their impact on improving standards. School self-evaluation is of good quality and clearly identifies the areas for improvement. However, school leaders have not yet done enough to ensure that all teachers are providing suitably demanding opportunities to develop the science and writing skills of the more able pupils. Governors know the school well through the information provided by the school and their own effective monitoring. This allows them to participate fully in managing the school's strategic development. They promote the school well within the community by their careful management of the extended care provision.

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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?	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	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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?	2
How well are learners cared for, guided and supported?	2

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

16 March 2009

Dear Pupils

Inspection of Strand-on-the-Green Junior School, London, W4 3NX

Thank you very much for making us so welcome when we visited your school recently. We enjoyed talking to you and your views and opinions have given us a lot of helpful information. We thought you might like to know more about what we found out.

Your school is giving you a satisfactory education, but we could see that it is getting better. Here are a few of the things we liked most of all.

- Adults help you to keep to the rules and to treat each other properly. As a result you look after each other well and you are making great strides in your personal and social skills.
- You are well cared for by the adults in school and this helps you to feel safe.
- You take lots of exercise and know about healthy eating.
- You enjoy your learning and benefit from the many interesting activities and experiences that the school provides for you, including the after school clubs and activities.
- Many of you make a good contribution to the community, for example, by representing the views of your classmates or helping to raise money for charity.
- The headteacher and senior staff are clear about what needs to be done to improve the school. The governors support them well in this.

We have asked the headteacher, staff and governors to make your school better for you by doing two main things.

- Make sure that those of you who learn quickly have enough challenging work, especially in science and writing, so that you make even better progress.
- Help teachers who have particular responsibilities use the information they have about how well you are doing to help you to do even better.

You can do your bit by always trying your hardest to do your best work. We hope that you will help your teachers as they try to make the school better for you.

Yours faithfully

Olson Davis

Lead Inspector