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Ms J Davies
Headteacher
Berkeley Primary School
Cranford Road
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Dear Ms Davies

Ofsted subject survey: good practice in promoting equality

Thank you for your hospitality and co-operation, and that of your staff, at Berkeley Primary School, during my visit on 28 January 2009 to look at work in promoting equality.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included meetings with:

- yourself and your deputy-headteacher
- the school's co-ordinators for: the Gifted and Talented, SEN, Community Liaison, Pupil Induction
- external support agencies including Hounslow Language Service, the Traveller Support Service and the Teaching Support Service - behaviour
- parents
- pupils.

In addition, brief observations were made of a number of lessons which included: Year 5 French, Year 3 English, Year 6 Science, Year 2 Circle Time and an EAL group. A short review of school documentation was also carried out.

The quality of provision to promote equalities is good with some outstanding features.

Features of good practice observed

- Very good induction work with children with EAL in the early years and those who are admitted during the key stages. Parents and pupils consider that the

school has made them feel very welcome and safe. Informal coffee mornings and the availability of translators and signposting to other agencies has been very useful in assisting pupils to settle into the school and parents now feel confident in coming into school to discuss their children.

- The school works closely and sensitively with the Traveller community and the local community to support social cohesion and community liaison. Much work has been done to engage parents and carers from other cultures and those who do not speak English to help them in understanding the requirements of the English school system. Attendance levels at school are improving and parents willingly come together to celebrate the different festivals, assemblies and school events.
- The personal development and well-being of vulnerable pupils including travellers and those with EAL is excellent. The concept of diversity and difference of lifestyle, religion, language and attitudes is respected. The introduction of French into the school curriculum further reinforces and gives credence to the value of speaking other languages.
- High data and data tracking facilitate early identification of difficulties and intervention when necessary. This is resulting in the vulnerable pupil groups and those with EAL making good progress.
- Excellent use is made of specialist teaching and advisory services to ensure that pupils from traveller backgrounds and pupils with EAL or SEN are given specialist teaching and learning opportunities and that teaching staff benefit from high quality advice and professional development.
- The remodelling and revision of the leadership and management structures has enthused staff, provided a strong focus on teaching and learning and given greater clarity to roles and responsibilities. This has given consistency to teaching practice and coherence to the strategies appropriate for a diverse pupil community.

Areas for development

- Continue the work to address attainment and progress in Key Stage 1.
- Further develop the higher level thinking and reasoning skills to support English language development and meet the needs of more able pupils.
- Improve rates of attendance and punctuality.

I hope these observations are useful as you continue to develop promoting equalities in the Berkeley Primary School.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Ofsted gathers information on the immediate and longer-term impact of survey inspections, both on the institutions themselves, and with a view to improving its own processes. To this end, I should be grateful if you would complete the attached questionnaire and return it within the next ten days. We have also just sent a copy of the questionnaire by email. Please return your completed questionnaire to either the email or postal address on the form, not to me. We may also contact some schools by telephone after several months in order for us to gain a picture of longer-term impact. Thank you in advance for your assistance.

Yours sincerely

Morag Bowden
Her Majesty's Inspector