

Berkeley Primary School

Inspection report

Unique Reference Number	102522
Local Authority	Hounslow
Inspection number	335919
Inspection dates	13–14 October 2009
Reporting inspector	Margaret Coussins

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair	Ms M Crowe
Headteacher	Mrs Jeanette Davies
Date of previous school inspection	5 December 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons, and held meetings with the chair of governors, senior staff and teachers who work with pupils learning English and those from the Traveller community. Discussions were held with groups of pupils and some parents. Inspectors observed the school's work, and looked at a range of school documentation including the self-evaluation form, school improvement plan and record of pupils' progress. Questionnaires were analysed from 97 parents/carers, 108 pupils and 24 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The extent to which leaders and managers are improving achievement and the quality of teaching and learning.
- The effectiveness of the school's work in improving pupils' progress in reading and writing.
- The effectiveness of support to ensure that pupils feel safe.
- The extent to which the curriculum meets the needs of all groups of pupils.

Information about the school

This primary school is larger than average. Pupils come from a wide range of cultural backgrounds, the largest groups being those with Indian, Pakistani, White British or Black African heritage. A large majority speak English as an additional language and many of these pupils are at an early stage of learning English. There is a small group of pupils from Gypsy/Roma backgrounds. The proportion of pupils who start at the school other than at the usual times is much higher than average. These pupils usually arrive from abroad, are often at the very early stages of learning English and frequently have no prior school experience. The school has a higher than average proportion of pupils who have special educational needs and/or disabilities. Pupils' needs most often relate to dyslexia, moderate learning difficulties or behavioural, emotional and social problems. The school provides for children in the Early Years Foundation Stage in its Nursery and two Reception classes. The school is accredited as a Healthy School and has gained an Activemark for its work in sport.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Berkeley Primary is a satisfactory school. It is a caring school where the team of staff work tirelessly and successfully to create an atmosphere and ethos in which pupils from a diverse range of backgrounds and faiths feel safe, respected and valued.

Until 2007, pupils' attainment had been exceptionally low. It has improved considerably since then and is now average in mathematics and science, reflecting the sound overall quality of teaching and learning. There is still more to do to ensure that all pupils make the best possible progress, particularly in English, where attainment is below average, and for the more able pupils in all subjects. Writing is the weakest aspect and the school is beginning to adopt a more cohesive approach to teaching writing skills. Particularly notable are the improvements in mathematics, which have come about as a result of a focus on the subject in all classes. Although progress is satisfactory overall, some pupils, including those who have special educational needs and some who are learning English, make good progress as a result of specialist teaching, skilled teaching assistants and regular work in small groups providing them with additional support.

The quality of teaching remains variable but the proportion of good teaching has increased. This is because of some recent staff changes in senior leadership and the effectiveness of their work in monitoring and supporting teachers and ensuring that colleagues support each other in developing their skills. The quality of teaching and learning in writing is inconsistent and progress is slower as a consequence. Pupils do not have enough opportunities to write for sustained periods of time or to apply their writing skills in other subjects. While some teachers' marking and assessment gives pupils useful feedback, it does not always tell them precisely enough how their work might be improved. In all subjects, teachers do not always use their assessment of how well pupils are doing to inform their planning for the next steps in learning. This means that the more able pupils especially are not sufficiently challenged. In some classes pupils are developing skills to evaluate their own learning but this is inconsistent across the school.

The care, guidance and support given to pupils, and their behaviour, are both good. As one pupil put it, 'Everyone cares about me lots'. The development of pupils' personal qualities and skills, including their spiritual, moral social and cultural development, is clearly a strength of the school. Another good feature of the school is the way that it works closely with parents and other organisations to support the learning and welfare of its pupils. Most parents feel that the school works well in partnership with them. A particular recent success has been the number of parents who have attended sessions where they read with their children in Year 1, which has had a very positive impact on pupils' development of reading skills as well as their enjoyment of reading. Pupils

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develop an enjoyment of reading but do not always make the progress they should because a structured approach to teaching reading is not consistent across the school. The headteacher has led the school successfully since her appointment in 2007 and has created a new, strong team of senior leaders. Her drive and vision have ensured that this team has a shared commitment to raising standards and improving provision. This is illustrated by the improvement in overall attainment, which was exceptionally low at the previous inspection, has been improving over time and is now average. The impact of the work of the team can also be seen in the good start children get to their schooling in the Early Years Foundation Stage, which was satisfactory at the last inspection. Hence, the school has a good capacity to improve. This is because its self-evaluation is robust and well led by the headteacher and other senior staff so that there is an accurate identification of the school's key strengths and weaknesses and effective action is taken to bring about improvement.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment in reading and writing throughout the school by:
 - ensuring that pupils are given enough time to work on extended pieces of writing in English and other subjects
 - sharing good practice to ensure a consistent approach to the teaching of writing across the school
 - making sure that pupils develop reading skills through a structured approach while maintaining their enjoyment as readers.
- Accelerate pupils' learning and progress and raise the quality of teaching so that it is consistently good by:
 - ensuring all teachers use assessment information more effectively to plan pupils' learning and match activities to their needs, including challenge for the more able pupils
 - giving pupils more precise guidance through marking and feedback on how they can improve their work
 - helping pupils to develop their skills in evaluating how well they are doing.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and have good attitudes to learning because relationships are happy and harmonious. By the time they leave school, pupils' attainment is average. Although a number of pupils make good progress in relation to their starting points that are well below average, especially in English, progress is inconsistent because the quality of teaching varies. Consequently, pupils' achievement is satisfactory despite the real enthusiasm, interest and good behaviour seen in most lessons.

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Pupils are friendly, polite and helpful. They are proud of their school and quickly gain confidence and an ability to take responsibility such as becoming a 'Berkeley Buddy'. Pupils value all that the staff do for them. One pupil wrote, 'I enjoy school because I feel welcome and have lots of friends. If I have a problem I can tell someone like a teacher or friends'. Pupils are very active and know to eat a balanced diet, which contributes to their good awareness of the need to adopt a healthy lifestyle. One pupil said, 'I really like PE because it makes me strong and I like school dinners because what we eat is healthy'. They are particularly proud of winning the Borough's mini Olympics competition. Pupils do many things for the community. They raise money for a variety of charities. The school council takes its role seriously and has been active in developing the playground and promoting healthy eating. Pupils are not yet sufficiently involved in decision-making relating to their learning. Their satisfactory achievement in basic skills, including information and communication technology, and their good personal skills mean they are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teachers have good relationships with pupils and manage their classes well. In some lessons, the tasks provided for pupils' independent work do not enable all ability groups to learn quickly because activities are too hard or are not sufficiently challenging. This tends to slow the learning of high-attaining pupils and pupils from White British backgrounds more than any other groups. Teachers provide good opportunities for pupils to develop their speaking and listening skills through regular use of 'talk partners' to discuss aspects of a lesson together.

The curriculum makes a good contribution to pupils' good personal qualities, including their understanding of issues connected with their health and safety. This has been recognised by the Activemark and Healthy School awards. These aspects, as well as the good range of clubs and the visits that enrich the curriculum, are strengths in an otherwise satisfactory curriculum. The school has identified that skills are not systematically built upon as pupils move through the school. The review of the curriculum includes plans to ensure that more work is relevant to pupils as there are not enough opportunities for pupils to experience meaningful links across different subjects. A good start has been made, for example through a design and technology project, involving mathematics and literacy, focused on the new terminal at Heathrow airport, which is very close to the school and very much a part of pupils' lives.

Pupils and their parents agree that the school looks after them well and feel that school is a safe place to be. There are good arrangements and support systems to ensure that pupils who are new to the school settle quickly and this is often enhanced by support for families as well as for the children. Partnership with other agencies is embedded within the work of the school and makes a very positive contribution to pupils' well-being, providing well-targeted support for pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is ambitious for the school and has high expectations for pupils and staff. The arrival of some new staff over the last two years and the most recent appointments have enabled the headteacher to reorganise roles and to place staff strategically so they can share good practice with others and accelerate pupils' progress where it has been identified as being slower. Staff are becoming more accountable for evaluating and being responsible for pupils' progress as they move through the school. Senior leaders and middle managers are motivated to initiate change and are working

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together well to bring about changes for the benefit of the pupils. There are rigorous checks on the quality of teaching and learning to identify weaknesses and there are clear plans to bring about improvement.

The school promotes community cohesion well. There are good links with the local community. The school has developed a good understanding of the needs of its diverse community and actively promotes cohesion through its provision for adult learning programmes. There is insufficient emphasis on the global dimension,, which the school has identified. Safeguarding procedures are well established and effective. Groups of pupils are identified to improve their performance but there is still a way to go to ensure that all pupils are performing equally. Governors know the school's strengths and weaknesses, support the school satisfactorily and meet their statutory responsibilities. They are not as fully involved in strategic planning for improvement as they could be and there is a lack of rigour in their work to hold the school to account for its performance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

As a result of good leadership, children enjoy a good start to their school life and they achieve well. Children's skills and understanding when they start at school are well below expectations for their age. Many start school with significant speech and language difficulties. They make good progress, particularly in their Reception year and by the time they start in Year 1 they achieve well in their personal, social and emotional development, their creative and physical development and their speaking and listening

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skills. All areas of children's learning have been steadily improving over time. However, reading and writing skills remain below expectations, as many children are at the early stages of learning English.

There is a strong staff team that helps children make good progress through well-planned activities that meet their needs and interests well. Planning provides a balance of activities that are led by adults and those where children can make their own choices. Staff are skilled and work well together, striving to provide the best possible care and education for the children. Observations and assessments are carried out regularly but progress is not always tracked carefully enough from the Nursery to the end of Reception and so sometimes staff cannot build on what children already know as rapidly as they could.

Children are happy, safe and secure and quickly learn to get on well with each other, to be independent and to look after themselves by washing their hands, sitting down to eat their snack and using equipment safely. While the outdoor area is used to promote learning, it is not always used to its full effect. A particularly strong feature is the very effective links established with parents, who are very pleased with how well their children settle into school. They welcome the opportunities and support to become involved with their children's learning in school and at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents are happy with their children's experience at school and most say that their children enjoy attending and are safe. A few feel that their children are not making enough progress and that the school does not help them to support their children's learning. Inspectors note that progress is satisfactory and sometimes better but agree that some pupils could make better progress. Inspectors found that the school works very well with parents to help them support children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Berkeley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 97 completed questionnaires by the end of the on-site inspection. In total, there are 455 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	55	43	44	0	0	0	0
The school keeps my child safe	42	43	51	53	2	2	0	0
The school informs me about my child's progress	41	42	50	52	2	2	1	1
My child is making enough progress at this school	30	31	51	53	11	11	1	1
The teaching is good at this school	38	39	48	49	7	7	0	0
The school helps me to support my child's learning	32	33	48	49	11	11	1	1
The school helps my child to have a healthy lifestyle	28	29	57	59	7	7	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	25	54	56	8	8	2	2
The school meets my child's particular needs	27	28	63	65	3	3	0	0
The school deals effectively with unacceptable behaviour	27	28	60	62	6	6	1	1
The school takes account of my suggestions and concerns	19	20	62	64	7	7	2	2
The school is led and managed effectively	27	28	59	61	6	6	0	0
Overall, I am happy with my child's experience at this school	44	45	43	44	6	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 October 2009

Dear Pupils

Inspection of Berkeley Primary School, Hounslow, TW5 9HQ

You may remember that I visited your school recently with three other inspectors. I am writing to thank you for being so friendly and polite and telling us what you thought about your school. We agree with you and your parents that Berkeley Primary School is a caring and safe place to be. Your school is satisfactory overall. This means that some things are particularly good and some things need to be better.

Your school has improved recently because the headteacher and all the teachers and other adults work very hard to make it better for you. You do as well as children in other schools in your mathematics and science work but you could be doing a bit better in your reading and particularly in your writing. This is hard for many of you who are learning English and your teachers are good at helping you with this. You make steady progress but we think some of you could do even better.

We were impressed with your good behaviour and very pleased to hear that you enjoy coming to school. Well done for trying so hard to become fit and healthy and for looking after each other so well. Teachers help you learn but we would like to see more good lessons.

We have asked everyone in your school to do the following important things:

- Make sure that more lessons are good and that you know exactly how you can improve your work so that you can all do as well as possible.
- Help you to get better in reading and writing by giving you more time to write and making sure that all teachers know how to help you become better writers and readers.

The headteacher and staff are determined that you can do even better and you can help them by always working hard and doing your best.

My very best wishes to all of you for the future.

Yours faithfully

Margaret Coussins

Lead inspector

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