

# Southville Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102498
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	335912
<b>Inspection dates</b>	11–12 February 2010
<b>Reporting inspector</b>	George Logan

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Chalke
<b>Headteacher</b>	Joanne Lacey
<b>Date of previous school inspection</b>	28–29 March 2007
<b>School address</b>	Bedfont Lane Feltham Middlesex TW14 9NP
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent around half their time looking at pupils' learning, visiting 18 lessons taught by 11 different staff. They also held meetings with the Chair of the Governing Body and vice-chair, staff and pupils. They observed the school's work, and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from staff and from 82 parents and carers.

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

- how well pupils make progress through the school, particularly White British boys, those who do not speak English as their first language and those from the Traveller community
- how consistent and effective the teaching is and how well staff use assessment to plan work for pupils at the right level
- the impact of the school's actions to raise levels of attendance
- the effectiveness of school leaders, including senior leaders, middle managers and governors, in promoting improved progress by pupils and the success with which they promote community cohesion.

## Information about the school

This is a larger-than-average infant and nursery school. The school serves an ethnically diverse urban community, close to Heathrow Airport. Almost half the pupils come from a wide range of minority ethnic groups. In total, 39 different home languages are represented and around one-third of the pupils enter school with very limited knowledge of English. A small group of pupils come from the Traveller community, mostly from Showmen's Guild families. The proportion of pupils entitled to free school meals is higher than in many schools. The proportion of pupils with special educational needs and/or disabilities is well above average. Of these, the majority have moderate learning difficulties, speech and language or behavioural, emotional and social development needs. Most children join the Early Years Foundation Stage in the Nursery class. The school shares a site and building with its partner junior school. A daily breakfast club, managed by the school, is open to pupils and their families.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a successful school which, in a challenging environment, has made good progress since its last inspection. Attainment is rising steadily as a result of the hard work of school leaders and staff. The school is very committed to the well-being and personal development of its pupils. Consequently, pupils enjoy school very much and feel very safe there. Pupils show good attitudes to learning, work diligently and behave well. They have a good understanding of healthy lifestyles. Despite the school's best efforts, however, attendance remains low due to the persistent absence of a few pupils. Pupils' moral and social development are strengths. However, their knowledge and understanding of different cultures is less systematically developed. Though a highly cohesive community in its own right, the school has not been as proactive in establishing creative links across the UK or globally.

Most pupils achieve well across the school and many make outstanding progress. Some weaknesses in assessment and planning and occasional lack of challenge in the teaching, particularly in the Nursery, mean that Early Years Foundation Stage provision, though satisfactory overall, is inconsistent. However, the pace of learning is more rapid and consistent in Years 1 and 2 and attainment at the end of Year 2 is broadly average. For pupils with additional learning needs, those who are gifted or talented and those who do not speak English as their first language, progress is often outstanding. Most of these pupils reach standards considerably higher than similar pupils across the country. This is a reflection of the excellent specialist small-group tuition provided to meet pupils' specific needs. The school offers an engaging curriculum which enables pupils to build sound basic skills and good independent learning skills.

Teachers use assessment well to check learning and to plan lessons. Rigorous analysis of assessment data quickly indicates underperformance. Marking and written feedback provide pupils with effective guidance for improvement.

The headteacher's good leadership ensures that the school runs smoothly and self-evaluation is realistic. Identified weaknesses are tackled promptly. The monitoring and improvement of teaching and learning are good, ensuring good progress in most lessons. The engagement with partner institutions is a strength. Given the improvements in pupils' progress, together with the determination of the leadership team, the school has good capacity for improvement.

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## What does the school need to do to improve further?

- Build upon current strategies, drawing upon available external support, to ensure that parents meet their responsibility to send their children to school as regularly as possible.
- Implement more rigorous monitoring, recording and evaluation of children's learning in the Early Years Foundation Stage to ensure that the progress they make is consistent and sustained.
- Develop more links, nationally and globally, to ensure that pupils have more opportunities to learn about the cultures and customs of other countries, and about the wide range of people who live in the United Kingdom.

## Outcomes for individuals and groups of pupils

2

Pupils' attainment is broadly average by the end of Year 2 and has risen steadily over the last three years. Across the school, pupils build well on their previous learning. Many pupils, such as those with additional learning needs and those who are gifted or talented, make outstanding progress. Extremely thorough tracking, highly specific small-group teaching and a nurturing environment promote rapid progress. Pupils from a Traveller background, most of whom attend much more frequently than is usual, often exceed the expected level at the end of Year 2. This success partly reflects the high level of trust that exists between the school and the Traveller families. It is also underpinned by the additional intensive teaching provided by the school to make up for any lost learning. The school supports pupils with persistent absence in a similar way. This is having a positive impact on the attainment of White British boys, whose progress in the past has been constrained by relatively high levels of absence. The school constantly evaluates the impact of additional support to ensure that it remains effective.

In lessons, activities are very well matched to pupils' needs. Lower attaining pupils are well supported by adults, while more able pupils are invariably expected to work independently and for sustained periods, carefully checking what they have done. Able pupils occasionally evaluate each other's work and do so in a mature way. Teachers challenge all pupils effectively through asking open-ended questions which invite an extended response. Regular phonics sessions, grouped according to ability, pitch learning at just the right level for individuals. In an outstanding Year 1 literacy lesson, puppets were used skilfully to engage pupils' interest and to inspire them to think about the use of striking adjectives, as well as developing their speaking skills. As a result of effective teaching, pupils' writing books offer many examples of good quality creative writing.

Although links with the community beyond the school are less well developed, the school's positive ethos promotes a strong sense of inclusiveness, commitment to the school community and consideration for others. There have been no recent exclusions. The school council provides a good forum for pupils' views. The 'pirate

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ship' is the direct result of their request for better playground equipment. Pupils demonstrate good social skills. It is to the school's credit that, despite the low attendance of a few pupils, which depresses the overall figures, learning and progress are at least good, even for those with low attendance, and standards have continued to rise.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching in Years 1 and 2 is characterised by the consistently good classroom practice evident in all lessons. Staff work closely together, planning collaboratively and sharing good practice. Teachers effectively promote pupils' ability to work independently. Consistent behaviour management strategies generate a positive environment for learning. Teaching assistants are skilfully deployed to support learners, particularly those with additional learning needs. Most aspects of assessment, including pupils' evaluation of their own work and teachers' rigorous analysis of performance data, successfully promote good progress. Marking is generally thorough, though more so in writing than in mathematics. There are missed opportunities to promote more rapid progress by setting individual targets for improvement.

The curriculum is strongly focused on embedding key skills in literacy, numeracy and information and communication technology. The school has also developed a range of imaginative topics, mostly based around aspects of history and geography. These contribute well to the development of pupils' thinking skills. The Early Years

<sup>1</sup> 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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Foundation Stage curriculum does not challenge children so consistently and this makes for more fragmented progress. Small group interventions across the school are very precisely targeted on pupils’ specific needs and are highly effective. Gifted pupils have specific lessons in writing and this contributed significantly to improved attainment in writing in 2009. Good provision for personal, social, health and citizenship education, the wide range of visits and visitors and good extra-curricular provision all have a strong impact on pupils’ good personal development.

Staff have a very close knowledge of children’s needs and support pupils and families in difficulties outstandingly well. The school works extremely well with a wide range of outside agencies to support the health, social or behavioural needs of pupils whose circumstances make them vulnerable. The breakfast club, now well established, has been effective in supporting the school’s efforts to engage with pupils and their families. In the context of a diverse and mobile population, the school works tirelessly to raise attendance, including the appointment of a parent liaison officer. However, while most parents support the school’s efforts and ensure that their children attend frequently, the response by the small number of parents whose children’s attendance remains too low does not fully reflect the school’s efforts.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leadership team works tirelessly to embed high expectations in all that the school does. There has been resolute and successful action to ensure that teaching and learning are effective, following a dip in performance in 2008. Effective systems ensure that the school runs smoothly, supported by challenging targets for improvement. Middle managers, including subject leaders, share the headteacher’s vision for making the school even better. They accurately evaluate pupils’ performance in their subjects and have a good understanding of their roles in improving pupils’ progress.

The governing body is very supportive. Governors understand the school’s strengths well and have a good involvement in shaping its future direction. They actively monitor progress in relation to the school’s development plan. Governors ensure that statutory requirements are met, including the good procedures for safeguarding pupils. A high priority is given to pupils’ safety and well-being on the premises. Roles and responsibilities in relation to safeguarding are clearly defined and unambiguous.

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Potential discrimination is tackled resolutely. Equality of opportunity is promoted well, for example by rigorously evaluating the performance of all pupils. The school promotes community cohesion satisfactorily and the school community is both diverse and highly cohesive in itself. However, both global links and planned opportunities to engage with the diverse cultures that characterise contemporary Britain are limited.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enter Nursery with skills and knowledge that are well below the levels expected for their age. A significant number also have very limited knowledge of English. Good induction arrangements ensure that children feel safe and settle quickly, are well cared for and build good relationships with staff. They behave well and play together confidently. Despite some weaknesses in the provision, particularly in Nursery, children make good progress overall and their attainment is close to the expected level by the end of the Reception Year in some areas, particularly in personal and social development and in their knowledge of sounds and letters. Nursery provision supports children’s social development well. It also develops their competence in English and this enables them to access the curriculum in Reception more fully. However, the teaching in Nursery does not always provide sufficient challenge to engage able pupils and this constrains their progress. Closed questioning, for example, limits opportunities for children to develop their speaking skills. Children do not always have enough opportunities to make independent choices and this affects their learning. The dedicated outdoor area in Nursery is used more effectively in the afternoons, when children have good opportunities to select activities. This is not yet always the case, in the morning session, where the number of children on roll is higher and activities are sometimes over-directed by adults.

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Teaching in Reception is more consistent and almost always good, so that the pace of learning in almost all the areas is rapid. Systematic teaching ensures, for example, that children have a very good knowledge of sounds and letters, although this has yet to show its full impact on their emerging skills in reading and writing. Fine motor skills, an area where children’s progress has been slower, is a current focus for development.

The school recognises that the monitoring, recording and analysis of children’s progress, and the monitoring of early years practice in general, are not sufficiently thorough. This has an impact on the planning of activities and the consistency of progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Most parents and carers who responded to the questionnaire are very happy with the school. One parent said, ‘A great school! They have always supported us through difficult times.’ Typically, parents and carers appreciate the sense of community and the approachability of staff. A few parents raised concerns specific to their children. These mostly centred on relationships between children and communication between the school and parents. The inspection team considered all points carefully. However, the good behaviour observed and the efforts made by the school to engage with parents indicate that these are relative strengths. The consensus suggests that this is a very caring school where pupils are well supported, leading to good progress. Inspection findings strongly endorse parents’ and carers’ positive views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southville Infant and Nursery 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	74	21	26	0	0	0	0
The school keeps my child safe	49	60	31	38	1	1	0	0
The school informs me about my child's progress	44	54	36	44	1	1	1	1
My child is making enough progress at this school	42	51	37	45	2	2	0	0
The teaching is good at this school	46	56	33	40	2	2	0	0
The school helps me to support my child's learning	48	59	31	38	2	2	1	1
The school helps my child to have a healthy lifestyle	40	49	39	48	2	2	0	0
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)	33	40	39	48	4	5	0	0
The school meets my child's particular needs	42	51	36	44	3	4	0	0
The school deals effectively with unacceptable behaviour	38	46	41	50	1	1	1	1
The school takes account of my suggestions and concerns	31	38	42	51	6	7	0	0
The school is led and managed effectively	45	55	34	41	1	1	1	1
Overall, I am happy with my child's experience at this school	53	65	26	32	3	4	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 all 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**

15 February 2010

Dear Pupils



**Inspection of Southville Infant and Nursery School, Feltham TW14 9NP**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and spending time in your lessons. We found that Southville is a good school, with significant strengths.

These are our main findings.

- You behave well, are polite, enthusiastic and friendly and you work hard.
- Your attainment is average in Year 2 and has been rising steadily.
- Teachers make your lessons fun and support you very well in your learning.
- You make good progress in most areas of learning in Nursery and Reception.
- The school makes sure that you are cared for really well.
- You feel very safe and have a good understanding of how important it is to eat healthily.
- The curriculum is good. You go on a wide range of visits and take part in extra activities which help you to become confident and independent.
- Those of you who find learning difficult, and those who find learning easy, get really effective extra help, so that many of you make outstanding progress.
- The school leaders work very hard to make the school even better.

We are asking the school to make the following changes so that you do even better:

- encourage all of you to come to school as regularly as possible
- check and record your progress more thoroughly in Nursery and Reception to make sure that the activities really help you to learn well
- ensure that you have more opportunities to learn about the cultures and customs of other countries, and about the wide range of people who live in the United Kingdom.

You can help by making sure you come to school every day, continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

George Logan  
Lead inspector

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