

# Strand-on-the-Green Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	102504
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	308035
<b>Inspection date</b>	15 July 2008
<b>Reporting inspector</b>	Charalambos Loizou

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 on roll</b>	
School	324
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Flanagan
<b>Headteacher</b>	Mr M Newton
<b>Date of previous school inspection</b>	28 June 2004
<b>School address</b>	Thames Road Chiswick London W4 3NX
<b>Telephone number</b>	020 8994 7921
<b>Fax number</b>	020 8994 8070

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<b>Age group</b>	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 areas: the quality of teaching and the curriculum, particularly their impact on pupils' progress in writing; the opportunities that Foundation Stage children have to initiate their own learning, and the extent to which they are achieving as well as they can in both the Nursery and Reception classes; the extent to which the teaching is demanding enough for pupils of all abilities and backgrounds. Evidence was gathered from lesson observations, the analysis of assessments of children's performance, as well as parents' responses to questionnaires and discussions with children, staff and the Chair of Governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a large Infant and Nursery school and the pupils come from a wide range of backgrounds. The Nursery has 77 children who attend part-time. In the rest of the school, pupils are taught in nine single-age classes that include three for Reception aged children. Approximately half of the pupils are White British and the rest come from a range of other backgrounds. The proportion of pupils who are in the early stages of learning English is higher than in most schools. The percentage of pupils eligible for free school meals is above average. The number of pupils requiring additional support in lessons and have moderate learning difficulties, is above the national average. There is an average proportion with a statement of special educational need.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Pupils achieve extremely well and reach well above average standards at this outstanding school. Inspirational leadership and excellent teaching, care and welfare underpin the school's success. The vast majority of parents paid tribute to the efforts of the staff team and are very pleased with what the school offers their children. One parent summed up the views of many when accurately describing the school as having a 'wonderful community feeling'. There are outstanding links and partnerships and pupils are very much involved in decisions, such as promoting safe journeys to school by scooter, cycle or footpath. The school council has been very active and involved in important decisions about recycling and ensuring that everyone tries their best. Pupils met a member of the local council to make important decisions about working towards community targets. The 'golden ticket' awards were very successful in rewarding pupils for achieving the school's golden rules and doing their best.

Pupils thoroughly enjoy school, behave extremely well and relationships are excellent. 'We love school, and it is very good you know because you learn lots!' remarked a very enthusiastic pupil. Excellent attendance and punctuality reflects how well pupils enjoy coming to school, one parent commenting that her child is always in a rush to get there each day. A very good range of after-school clubs, sport, music and the creative arts enhance the school's outstanding curriculum and add to pupils' enjoyment.

There is an excellent pace to learning in the Foundation Stage. The children join the Nursery and Reception years with a wide range of skills and abilities that are just below those expected for their age. Outstanding teaching enables the vast majority of children to reach standards that are in the early stages of National Curriculum levels by the time they start Year 1.

Pupils of all backgrounds and abilities achieve exceptionally well in relation to their different starting points. Assessments show that standards are well above average by the end of Year 2 in reading, mathematics and science and they are above average in writing. Teachers and support staff are very effective at teaching letter sounds so that reading standards are consistently well above average. The staff introduced more intensive and focused support to help pupils write independently and this has been successful in raising standards in writing. Consequently, Year 2 pupils reached their more challenging targets this year. There is still scope to increase the numbers achieving higher levels in writing to match the well above average proportion that do so in reading and mathematics. In many lessons, the increased emphasis on writing is helping pupils to experience a range of stimulating tasks that include editing, re-drafting, note-taking and exploring rhyme and poetry. Pupils are provided with clear learning targets to aim towards and all staff work very effectively to ensure that pupils reach these. As a result, children in the Reception year and pupils in Year 1 are already on course to reach even higher standards by the end of Year 2.

The teaching is outstanding and stimulates the pupils' interests and curiosity. For example, Year 2 pupils made excellent progress, sharing their ideas with others to write recounts of past events, reflecting on the most important facts that would make their writing more accurate. Excellent support is provided in lessons for pupils in the early stages of learning English, so they quickly develop confidence in communicating with others. Very effective support for individuals and groups who need help with their reading and writing is a consistent feature of the highly skilled intervention offered by support staff. The climate for learning is excellent. In each lesson teachers share learning objectives with the pupils so it is clear what is expected

and, as a result, pupils understand what they should be aiming for. Work is pitched at the right level for all pupils and there are excellent opportunities for pupils to assess their own learning by sharing ideas with others and reflecting on their work. For example, pupils devise 'wishes' and 'stars', the former identify what they would like to improve, and the latter, the things they feel they have achieved.

The pupils benefit enormously from the school's outstanding curriculum. An extensive range of visits and visitors has a very positive impact on the pupils' outstanding spiritual, moral, social and cultural development. The pupils adopt healthy lifestyles and attitudes through, for example, activities that require them to identify healthy foods as well the very successful campaign that encourages many pupils to scooter or walk to school safely. In addition, there is a high take-up of sports activities and clubs, and pupils eat fruit at break-times. Pupils learn a great deal during special projects and themed focus weeks, including activities involving visiting artists, community police officers and local or national government representatives. There are many opportunities to research and apply skills they have acquired to a range topics, as well as learning to play a musical instrument. In addition, the acquisition of skills when using computers, digital cameras and interactive boards also prepares pupils extremely well for the future. Pupils are very involved in charitable fund-raising and parents, too, play an important part in helping to improve the school. Innovative plans are already in place to extend the school's buildings and facilities and everyone associated with the school looks forward to building on the school's considerable success. The headteacher and staff work closely with very active and competent governors to involve parents and the local community and the school's excellent website helps to keep parents fully informed. The school's accurate evaluations of its effectiveness, although modest in some respects, reflect the staff's high expectations. The headteacher, deputy headteacher and governors are a real asset and do much to help the school move forward. The school has made excellent progress since its last inspection and is extremely well placed to continue improving.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The staff work very hard to organise their planning so both Nursery and Reception children experience an excellent range of activities in all areas of learning. There have been considerable improvements to outdoor areas since the last inspection and these offer the children many opportunities to engage in spontaneous play and learning activities.

There is excellent teaching and support throughout the Foundation Stage. Stimulating activities are planned, such as the recent topic inspired by storybooks on the theme of witches and wizards. This culminated in an excellent range of role-play, painting and writing. Reception children thoroughly enjoyed concocting recipes such as 'eye-ball stew' and 'green soup', many explaining that, as one put it, 'It's horrible for us but nice for witches!' Nursery children are provided with activities that are planned extremely well to develop a range of language, mathematics and personal skills. Both Nursery and Reception classes incorporate stimulating and thought provoking tasks that include special visits to the local area, as well as practical, engaging and creative or scientific tasks such as observing and painting images of the natural world around them or seeing how plants and seeds grow. The staff accurately assess and monitor the children's progress and performance and prepare them exceptionally well for the next stage of their education.

### **What the school should do to improve further**

- Build on the improvements made to writing standards to increase the proportion of pupils reaching higher levels in writing by the end of Year 2.

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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 <sup>1</sup> 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	1
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	1

### 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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

23 July 2008

Dear Pupils

Inspection of Strand-on-the-Green Infant and Nursery School, London, W4 3NX

I was very pleased to visit your school. Thank you for making me so welcome. I really enjoyed talking to pupils in lessons and at break times. I think that you go to an excellent school. There are many good things about your school. Here are some of the most important.

- Your teachers and support staff are very good at helping you to do very well with your reading, writing, mathematics and science work.
- You are exceptionally well behaved and polite. I really enjoyed your company and my meal at lunchtime with pupils on the 'spotty table'. The school council does a great deal to help support you in school, and I really enjoyed talking to some members of the school council, they are so grown up and sensible.
- I know that you enjoy learning very much and many of you told me how proud you are of your school. Thank you so much to those children who showed me around the school and playground, you really know your 'golden rules'.
- I was very impressed with the quality of your work, paintings and displays. You sang beautifully in assembly, well done! You also do some excellent art and computer work.
- Most parents are very pleased with you and your teachers.
- The headteacher, deputy headteacher, staff and governors manage the school very well and everyone who looks after you really cares about everything that you do and I know how proud they are of your achievements.

In order to improve further I have asked your teachers to carry on helping you do well with your writing and to try to make sure that more of you reach even higher standards.

You can all help your school by carrying on with the very good work you do to make your school even better and by coming up with even more really good ideas. Well done, and I wish you all the very best.

Yours sincerely

Charalambos Loizou

Lead Inspector