

# Sparrow Farm Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102499
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	335913
<b>Inspection dates</b>	11–12 March 2010
<b>Reporting inspector</b>	Keith Sadler

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>	Primary
<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>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Shori
<b>Headteacher</b>	S Rose
<b>Date of previous school inspection</b>	12 March 2010
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<b>Email address</b>	headteacher.sparrow-farm-inf-nur.hounslow@lgfl.net

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching by 14 teachers and practitioners, visiting 15 lessons. They held meetings with governors, staff and groups of pupils. The inspectors observed the school's work and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, 36 questionnaires from parents and carers were analysed and their responses taken into account.

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

- pupils' progress in reading
- how well assessments are used to plan future learning
- the extent of the role that teachers with responsibilities play in the school's monitoring and evaluation procedures
- how well the curriculum planned to ensure learning is continuous between the Nursery and Reception Years.

## Information about the school

Sparrow Farm Infant and Nursery is an average-sized school and is over-subscribed. Most pupils live close to the school. About a third of the pupils are of White British heritage and there are some from a very wide range of ethnic backgrounds. Over half the pupils do not speak English as their home language and there are currently 20 who are currently at an early stage of learning English. An average proportion of pupils are entitled to free school meals. An average number have special educational needs and/or disabilities. Most of these pupils either find learning hard or have behavioural, emotional and social difficulties.

The school provides breakfast and after-school care for pupils at both the infant and junior schools. This is not managed by the governing body and is subject to a separate inspection report.

**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 good school. Parents and carers are overwhelmingly positive about the school and are delighted to have chosen Sparrow Farm for their children. The school's leadership effectively treats all pupils as individuals so that pupils of all backgrounds and abilities are involved successfully in learning to the best of their ability.

The headteacher's leadership is outstanding and she is pivotal to the school's success. She ensures that staff morale is high, teamwork is strong and she successfully encourages others to take on responsibilities well. The quality of care and support for pupils is outstanding, particularly for those who have learning difficulties and/or disabilities and the many that are at an early stage of learning to speak English.

The strong and inclusive ethos of the school ensures that pupils' behaviour is good overall and some pupils behave outstandingly well. Pupils are very polite, get on well together and are thoughtful to others. A striking example of this is the way that the pupils readily accepted the nursery children from a nearby special school who are temporarily being accommodated in Sparrow Farm. Many of these children have profound and multiple learning difficulties but they have been readily embraced by Sparrow Farm children and staff from the special school are delighted with the additional experiences that their children have gained.

Both pupils and their parents and carers say that they feel exceptionally safe at the school because the adults take great care to ensure that all pupils are helped to develop their confidence and self-esteem. Pupils are confident that if they feel sad or uncertain their teachers will look after them. In addition, the pupils' understanding of the need to conduct a healthy lifestyle is very well developed and reflected in the school gaining the Healthy Schools award. Pupils enjoy school but this is not always reflected in their rates of attendance. Leaders recognise that there is more to do to maintain average attendance as, in the past, attendance has been below average.

By the time that they leave the school, attainment is average in reading, writing and mathematics. This marks good progress from low starting points and reflects good teaching and learning opportunities. Pupils who are new to learning English and those with special educational needs and/or disabilities do outstandingly well. However, the most able pupils are not always consistently well challenged in reading, writing and mathematics. Occasionally, there are inconsistencies in how well teachers help pupils to understand what they need to do to learn really well in lessons.

Accurate self-evaluation supports the governors and leadership's team to successfully drive improvements. Among the many improvements since the previous inspection are provision for outdoor learning in the Early Years Foundation Stage, and the

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strengthening of teaching and achievement in reading. These show that the school is well placed to continue to improve at a good rate.

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

- Accelerate the progress of more able children in reading, writing and mathematics by:
  - making sure that work set is consistently challenging for them.
  - ensuring that teachers always help pupils to understand what they need to do to learn really well in lessons.
- By September 2011, to lift levels of attendance by one percentage point.

### Outcomes for individuals and groups of pupils

2

Even though higher ability pupils could achieve more, all other groups of pupils make at least good progress. In particular, pupils with learning difficulties and/or disabilities and the many that enter the school with little English make outstanding progress because the provision for them is very well tailored to meet their needs. Visits to classrooms confirm good overall achievement. Good teaching

Pupils enjoy school and learning. They relish the many opportunities provided for them to take responsibility, such as through the influential school council, which recently helped to plan the anti-bullying week and to choose the range of outdoor play equipment. In addition, pupils suggest charities to support, such as the Mr Men Leukaemia marathon that raised substantial amounts of money. Pupils have a keen sense of justice and their social skills are good. By the time that they leave the school, they are confident, secure and happy pupils who look forward to their move to the junior school. The recent appointment of a receptionist is helping to improve attendance but this continues to be a focus in the school’s drive to improve.

*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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>

<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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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers use effective methods to ensure that pupils develop key skills well. They receive particularly close individual support from teaching assistants and the very warm relationships evident in all classrooms promote the pupils' strong personal development. In most lessons, teachers question pupils very well and encourage them to refine and improve their ideas through discussion. Assessments are generally used well to plan future learning and, in particular, to identify where pupils need extra support. However, sometimes teachers do not ensure that work is challenging for the most able learners. The good curriculum promotes learning well. There is an appropriate and strong focus on developing literacy, numeracy and information and communication technology skills. Writing, in particular, is very well emphasised across all subjects and pupils have many opportunities to practise their skills. This is a factor in the improvement in attainment in writing.

From the day they start school, pupils' pastoral needs are met exceptionally well. Induction into the school is carefully and effectively organised. There is good care for pupils with any medical problems. The very close liaison with outside agencies supports pupils' well-being effectively. Work with pupils whose circumstances make them vulnerable is embedded well with particularly effective support being provided by the community liaison worker. Parents and carers can access training or support when they need it and regular sessions are held for parents and carers so that they can learn how to support their children's learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	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>1</b>

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## How effective are leadership and management?

Leadership is dedicated to continuous improvement. Improvement planning is based well on good evaluation procedures. Although teachers with subject responsibilities play an important part in this process, some are new to their roles and are still developing their monitoring of teaching and learning. Improvement planning is comprehensive and focuses well on appropriate priorities for the school and to set clear direction and to consolidate and improve. Teaching is rigorously monitored by the most senior staff and this is helping to improve provision and outcomes for pupils. There is a deep and evident commitment to providing equal opportunities and tackling discrimination for all pupils. However, even though the school works consistently to break down barriers to learning through rigorous tracking of pupils' progress, some higher attaining pupils could achieve more.

Governors work efficiently with staff and provide effective challenge to the school. They know the school well and are involved successfully in planning for the future. They ensure that child protection and safeguarding procedures are good. The leadership works particularly thoughtfully to promote community cohesion. They make sure that the school and wider communities are united wherever possible. For example, space is provided for adult learning, with a good quality computer suite available to the local community. There are good links with local businesses, including a large bank and the airport authority.

*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>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

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

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There are excellent induction arrangements which help the children to settle quickly and well. These are boosted because many children attend the mother and toddler group sessions so they are familiar with the surroundings of the school. Children enjoy their time in Nursery and Reception where a stimulating, spacious and well-equipped learning environment and good teaching supports their development. There have been many improvements to the outdoor learning environment and this is used well to support learning.

Children mostly achieve well. Basic skills are developed effectively through practical approaches to learning. The staff have strong and supportive relationships with the children and this helps to promote the children’s confidence and security. Children clearly feel safe, reflecting the excellent way that caring staff safeguard their welfare. The many children that are at an early stage of learning English are supported particularly well, and along with those that have special educational needs and/or disabilities, these children make particularly good progress. Children enjoy a variety of adult-led activities and those they choose for themselves. Leadership is judged to be satisfactory overall as leaders have not clearly identified how to ensure that provision, including the curriculum, in the Reception Year builds on that of the Nursery to best effect, and this is the main reason why the overall effectiveness of the Early Years Foundation Stage is judged to be satisfactory rather than good.

*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	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Although only a small proportion of parents and carers responded, they are almost unanimous in their support of the school in all areas. The few that provided comments wrote to support the overall view that the school serves their children well. Inspection findings confirm these positive views.



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

Ofsted invited all the registered parents and carers of pupils registered at Sparrow Farm 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	89	4	11	0	0	0	0
The school keeps my child safe	28	76	9	24	0	0	0	0
The school informs me about my child's progress	23	62	14	38	0	0	0	0
My child is making enough progress at this school	22	60	15	40	0	0	0	0
The teaching is good at this school	27	73	10	27	0	0	0	0
The school helps me to support my child's learning	25	68	12	32	0	0	0	0
The school helps my child to have a healthy lifestyle	19	51	18	49	0	0	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)	18	49	18	49	0	0	0	0
The school meets my child's particular needs	22	60	15	40	0	0	0	0
The school deals effectively with unacceptable behaviour	28	76	8	22	1	2	0	0
The school takes account of my suggestions and concerns	28	76	8	22	1	2	0	0
The school is led and managed effectively	26	70	11	30	0	0	0	0
Overall, I am happy with my child's experience at this school	26	70	11	30	0	0	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"> <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 pupil's 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 March 2010

Dear Pupils

Inspection of Sparrow Farm Infant and Nursery School, Feltham, TW14 0DB

Thank you for making us so welcome when we came to inspect your school. This letter is to tell you what we found. Sparrow Farm Infant and Nursery is a good school. The teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. The youngest children settle very quickly and well in the Nursery and they also do well. Those of you that find learning hard or are just beginning to learn English make really good progress because the teaching assistants support you well.

You told us that your school is a very happy place and that the adults look after you really well. We agree with you and so do your parents/carers. We were very impressed about how well you get on together. Your behaviour is good, you have an outstanding understanding about being healthy and also you feel very safe in school. We think that your headteacher does an excellent job and she is greatly helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours there are things to improve. We have asked your headteacher and governors to make sure that those of you who find learning easy are given work that is challenging for you and that you are helped to understand what you have to do to meet lesson objectives. We have also asked the adults to work hard with your parents/carers to make sure that your attendance improves.

You can help by working hard at this. We really enjoyed our time in your school.

Yours sincerely Keith Sadler,

Lead Inspector

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