

Tribal
1-4 Portland Square
BRISTOL
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0845 123 6001
Direct F 0117 315 0430
Direct email: rebecca.jackson@tribalgroup.com

18 January 2011

Ms L Schooneman
Fulham Primary School
Halford Road
London
SW6 1JU

Dear Miss Schooneman

Ofsted monitoring of Grade 3 schools: monitoring inspection of Fulham Primary School

Thank you for the help which you and your staff gave when I inspected your school on 18 January 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. I would be grateful if you can also thank the pupils I spoke to and the governors who gave their time to speak to me.

As a result of the inspection on 25–26 November 2009, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter. Since the previous inspection two teachers have left the school. The school has a full complement of staff.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and in demonstrating a better capacity for sustained improvement.

The school did not take part in the National Key Stage 2 tests. Teachers' assessments, which have been moderated externally, show attainment in 2010 improved substantially at the end of Key Stage 2 in English and mathematics, so that in these subjects it is now broadly average. This has been a result of focused action which includes a new curriculum, restructuring of year groups, support for pupils to catch up on missed learning and rigorous assessment processes.

The progress pupils are making has improved. For example, in a lower attaining mathematics lesson pupils made excellent progress because of the teacher's understanding of how to structure learning. In addition to lessons, teachers are giving up their free time to run 'I love writing' clubs where pupils with weak writing skills are inspired and enthused to develop their writing further. In some lessons, pupils were seen to be engaged in extended, independent activities. These included



writing on their own, reading to each other and working on mathematical problems. There is now a systematic focus on developing reading across the school. In a Year 2 lesson, skilled questioning of pupils enabled them to understand different kinds of texts.

Assessment and tracking of pupils' progress are regular. Half-termly meetings enable teachers and senior leaders together to scrutinise pupils' progress and put in place the right interventions for those who are not making enough progress. Senior leaders have established good practice in this aspect, such as assessment on entering and exiting intervention activities and conducting end-of-year progress reviews together with current and new class teachers. This has meant there is a shared understanding about the need for accelerated progress. The higher expectation of pupils promoted by the headteacher has the full support of teachers and has resulted in improved quality of learning for pupils.

Most teachers translate the improved data available to them into lessons that challenge all pupils. This increases pupils' engagement and enjoyment of lessons and enables them to make accelerated progress. However, senior leaders are aware that this is not consistently the case. They have an accurate understanding of the strengths in teaching and learning and have put in the right support to ensure all teachers are using the data to inform their planning.

Inadequate teaching has been addressed decisively. Since the last inspection, the proportion of good teaching has increased but senior leaders accurately assess that some satisfactory teaching still remains. In a few lessons, pupils are engaged in teacher-led activity for too long. As a result, higher attaining pupils are not sufficiently challenged while lower attainers struggle to participate. Teachers have been encouraged to reflect on their own teaching and know what they need to do to develop further.

Pupils are confident about seeking help if they need it. Teachers mark work regularly and pupils are familiar with the concept of levels. While some are able to precisely explain what they need to do to improve, others have more generic understanding. Evidence of pupils responding to teachers' comments was seen in pupils' books but some teachers are not consistently using feedback to guide pupils to improve their work further.

Senior leaders have made good progress in ensuring parents, pupils and staff understand the importance of attendance which has now increased from below average to average. Persistent absence has reduced by half. Senior leaders and the learning mentor have taken a personalised approach to supporting families with issues that affect their children's attendance and punctuality. The school has now been identified as the lead school for attendance in the local authority.

The headteacher and her deputy have shared leadership across the school and established a culture of teamwork and support among staff. Staff and pupils alike



are able to articulate the changes in the school since the previous inspection. There is regular, supportive monitoring of teaching and subsequent feedback is promoting improvement. The opportunity for staff to link with colleagues in other schools is contributing to improved quality of teaching. Local authority support has been good; they have provided challenge and support through regular meetings and facilitated teaching and learning developments.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Asyia Kazmi

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2009

- Reduce the proportion of persistent absentees by 50% by December 2010 by:
 - improving the quality of communication with these families and involving local community groups
 - persuading parents of the value of sending their children to school more regularly.
- Ensure that teachers match work more accurately to pupils' needs through the school by:
 - making sure that all staff assess progress at least half-termly
 - making sure teachers use this information to plan lessons that accurately match the needs of different ability groups.
- Improve pupils' rates of learning through the school by:
 - raising the quality of all teaching to the good level seen in some classes
 - teaching reading more effectively in Years 1 and 2 so that pupils make at least satisfactory progress
 - giving them more guidance on how to improve their work.