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27 May 2011

Mr M Chester
The Headteacher
New King's Primary School
New King's Road
Fulham
London
SW6 4LY

Dear Mr Chester

Ofsted monitoring of Grade 3 schools: monitoring inspection of New King's Primary School

Thank you for the help which you and your staff gave when I inspected your school on 26 May 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also pass on my thanks to the pupils and to the Chair of the Governing Body for finding the time to talk to me.

Since the previous inspection, three new teachers joined the school to replace colleagues who had left. Also, with the retirement of the deputy headteacher, two existing members of staff were appointed as assistant headteachers.

As a result of the inspection on 20 and 21 January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made:

good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

As a result of good and sometimes outstanding teaching, pupils make good progress and achieve well across the school. Children start school with attainment that is below the expected levels and achieve average levels by the end of Year 6. Since the previous inspection, the proportion of pupils reaching the higher levels has improved significantly, especially in mathematics. Teachers are good at involving pupils in all aspects of their learning and helping them to develop very positive attitudes. Staff ensure that all pupils feel fully encouraged and confident to join in. In this way,

September 2010



pupils take full ownership in what they do and are keen to succeed. One pupil commented, 'I used to say "I can't do it!" ... now I know I can.' Another spoken to had similar feelings and mentioned that, 'Making mistakes is not a bad thing and often helps us learn more.' Teachers are good at questioning pupils and, through this means, engage all individuals in thinking hard about what they are learning. For example in a Year 5 English lesson, the teacher very successfully involved pupils in a role play task that pushed them to develop precise questions and responses.

Teachers make good use of assessment information to plan lessons in which activities challenge pupils of all ability levels. Through substantially upgrading its curriculum provision, the school has succeeded in tailoring activities very precisely to pupils' needs and interests. The work with the BBC Symphony Orchestra, Chelsea Football Club and the Lyric Theatre Company are examples of good initiatives being set in place to boost the performance of the more able and gifted and talented pupils. The school has increased the opportunities for pupils to use information and communication technology (ICT) to support their work in other subjects. However, there remain occasions in some lessons where opportunities are missed to boost learning through the use of ICT.

Through successful communication with parents, positive encouragement for pupils and rigorous follow up of all absence cases, the school has done a good job of improving attendance to an average level. Staff have also been especially successful in improving levels of punctuality. All staff spoken to said that they feel valued and fully enabled to carry out their work to the best of their ability. The headteacher has a clear vision for the school's future direction and works very efficiently to guide and support staff in finding innovative ways of bringing about improvement. He and the senior leadership team work closely and dynamically together. Given the accurate self-evaluation, good plans for future improvement, strong commitment of all staff and governors and good improvement of pupils' attainment and progress, it is clear that the school has worked well to boost its capacity to sustain improvement. The school has worked well with external partners, including the local authority, to help bring about improvements.

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

Laurie Lewin
Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2010

- Accelerate pupils' learning by:
 - adopting strategies that engage pupils more so that they can take greater ownership of their learning
 - developing the pupils' thinking and reasoning skills by using effective questioning techniques
 - ensuring that more able pupils are consistently challenged in lessons.
- Plan opportunities for the pupils to develop and apply their information and communication technology skills to support their learning across subjects.
- Reduce levels of absence by discouraging parents from taking extended holidays during the school term, and improve the pupils' punctuality.