

Soho Parish CofE Primary School

Inspection report

Unique Reference Number	101131
Local Authority	Westminster
Inspection number	354949
Inspection dates	9–10 March 2011
Reporting inspector	David Radomsky

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Elizabeth Mitchell
Headteacher	Rachel Earnshaw
Date of previous school inspection	27 February 2007
School address	23 Great Windmill Street Westminster W1D 7LF
Telephone number	02076417311
Fax number	020 74343098
Email address	head@sohoparish.co.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. They observed 13 lessons taught by nine teachers and meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and scrutinised policies, monitoring information, data about past performance and the school improvement plan. The team analysed the 60 parental and carer questionnaires, 21 completed by staff and 74 by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching, assessment and the curriculum and how well they are contributing to raising attainment, especially in writing. ♦
- How effectively the school supports the achievement and personal development of its most vulnerable pupils.
- How effectively leaders at all levels evaluate the school's performance and drive sustainable improvements.
- The impact of the school's strategies to improve attendance.

Information about the school

Soho Parish C of E Primary School is a smaller than average school. A larger than usual proportion of pupils have special educational needs and/or disabilities and most of this group have speech, language and communication needs. Since the last inspection, the proportion of pupils with a statement of special educational needs has reduced and is now similar to other schools. The percentage of students from minority ethnic backgrounds and those whose first language is not English is well above average. The proportion of pupils known to be eligible for free school meals is below average. The school has a range of accreditations, and since the last inspection these have included accreditation in the Quality in Study Support (QISS) programme and the Active Mark award.

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, where all pupils are greatly valued. It plays an important part in the life of the local community. An outstanding feature of the school is its highly effective way of making extensive use of the many cultural and other opportunities in its locality to broaden the learning experiences and personal development of its pupils. As one pupil's parents put it: 'We feel the school is a warm and welcoming place and it provides a really exciting and stimulating curriculum.' ♦Pupils' spiritual, moral, cultural and social development and their contribution to their school and to the local community are outstanding.

Following an external review of the school's work, school leaders have taken decisive action to bring about sustained improvement. As a result, the quality of teaching has improved and all pupils are making good progress, their attainment is broadly average and they are achieving well. Through accurate identification and effective support systems, the school ensures that most pupils who speak English as an additional language and those who have special educational needs and/or disabilities, including speech, language and communication needs, make good progress and achieve well. ♦

The quality of teaching is good overall, although there remains a small minority that is satisfactory. Occasionally, planning does not take into account the full range of pupils' needs and abilities; consequently, progress in those lessons slows. Most teachers ensure that pupils receive good guidance on how to improve their work, but in some cases insufficient opportunities are given to pupils to respond and follow up on teachers' comments and to learn from their mistakes.

Good systems for care, guidance and support ensure that pupils behave well, feel safe in school and adopt healthy lifestyles. The school's strategies for dealing with low levels of attendance and punctuality are meeting with success. Punctuality is far better than it was and attendance is now average and improving.

The good curriculum is adjusted successfully to meet the needs and aspirations of most pupils. Through partnership work with many agencies, such as the Royal Academy of Arts, pupils have many opportunities to develop academically and personally. The curriculum is well adjusted to meet the specific needs of pupils with special educational needs and/or disabilities and those who speak English as an additional language. However, there are too few opportunities for extended writing across the subjects and this has a negative impact on progress.

The school knows itself well, and development planning makes clear links between actions and expected measurable gains in pupils' progress. The school has set itself ambitious attainment targets, though these are not fully communicated and shared with the pupils.

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Leaders have galvanised the enthusiasm and commitment of staff, consolidated recent successes, and included all learners by dismantling their barriers to learning. This, combined with strong support from the governing body, demonstrates that the school's capacity to sustain improvement further is good.

What does the school need to do to improve further?

- Increase the rate of pupils' progress and raise standards, especially in writing in both key stages, by: planning additional opportunities across the curriculum to extend and improve pupils' writing.
 - strengthening the quality and consistency of all teaching to ensure pace, rigour and challenge for all pupils in lessons
 - ensuring that pupils are given and are fully aware of their national curriculum targets
 - ensuring that pupils have sufficient opportunities to respond to their teachers' comments
 - planning additional opportunities across the curriculum to extend and improve pupils' writing.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their school, enjoy their lessons a great deal and the level of commitment to their work is high. One pupil summed up the views of the majority when saying: 'I like the range of subjects and excellent curriculum opportunities covered in our topic work.' For example, pupils in Years 5 and 6 are studying Shakespeare's *Macbeth* and recently attended a workshop and performance at the Globe Theatre. In two lessons observed, all pupils engaged enthusiastically in an extended writing activity of a newspaper article in which they had to report on the assassination of King Duncan.

The quality of learning seen in lessons during the inspection was good overall, and the work seen in pupils' books confirmed the school's own analysis that pupils are making good progress and achieving well. Relatively small numbers in each year group means overall attainment on entry can fluctuate widely from year to year. Pupils make generally good progress from their varied starting points to attain above average standards by the end of Year 6 in mathematics and average standards in English. In the past three years, attainment at the end of Year 2 has risen in reading and mathematics but has remained static in writing. Pupils in the current Years 6 are on course to reach above average standards in both English and mathematics. All groups make good progress similar to their classmates, including those who speak English as an additional language, and those who have special educational needs and/or disabilities.

Pupils value the wide range of opportunities to take on responsibilities in school and in contributing to the wider community. For instance, the trained Young Sports Leaders support staff in arranging physical activities for children in the Reception class during lunchtime. Pupils in Years 3 and 4 enjoy working with 'Ground Works' to refurbish local streets and squares. Pupils have a very strong set of personal values, combined with empathy, awareness and an understanding of others. They respect and value cultural

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diversity and gain an excellent insight to the lives, experiences and beliefs of others through first-hand experiences and their openness to new ideas.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers demonstrate good subject knowledge and use a range of creative resources skilfully to capture pupils' imaginations. In the best lessons, teachers plan for the learning needs of all pupils, set a good pace and regularly assess how well pupils are learning. Occasionally, however, teachers miss opportunities to provide a sufficient range of learning activities appropriate for the full range of pupils' abilities. As a result, pupils' learning and progress are slower than in the more successful lessons. The use of assessment is good and has positive effects on learning. However, there are some inconsistencies in the quality of marking. A few teachers do not guide pupils sufficiently on how to improve their work because comments are too vague and do not focus sufficiently on targets and how to improving learning.

The curriculum is well organised and enriched with a range of additional opportunities. These include visits to many of London's museums, theatres and other cultural bodies as well as residential visits such as the biennial visit to a working farm in Wales. Enrichment activities on offer at school are many and varied and include sports, arts, music and chess. These opportunities ensure that pupils enjoy a wide range of stimulating experiences which effectively helps to support their achievement and personal development. The

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cross-curricular creative curriculum introduced since the last inspection is offering more opportunities for writing, such as in the Year 1 and 2 'space cadets' topic which captures the imagination, especially of boys, well. There are still, however, missed opportunities in planning to fully exploit and extend pupils' writing skills.

The good care, guidance and support that the pupils receive underpin the very positive atmosphere in the school. Strong links with families, partnerships with agencies, and carefully planned provision combine to enable pupils who experience difficulties to make good progress. The school's strategies to encourage increased attendance are meeting with success, as are its strategies to raise levels of pupils' attainment.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school benefits from the dedicated leadership provided by the headteacher and senior staff. Along with governors, leaders communicate a shared vision that is ambitiously focused on raising standards for all. Staff feel valued and morale is high. As one teacher said: 'I am very proud to be a part of such a well-valued team. I know that we do our best to ensure we provide the best for our children.'

There has been a sharp focus on the professional development of teachers, especially in the effective and ongoing use of assessment information, which has been an important factor in raising attainment. Tracking of pupils' progress is now thorough and provides a clear overview of their progress. The regular meetings held between senior leaders and each individual class teacher about the progress pupils make have been a major contributor to ensuring that appropriate support is given to underachieving pupils and that teachers are accountable for the good progress of all. As a result, the rates of progress have improved and are being sustained. Leaders are increasingly effective at monitoring the quality of teaching and learning, but there is still more to do to iron out the residual pockets of satisfactory teaching.

The contribution the school makes to community cohesion is good. This school is a harmonious community, with all groups of pupils getting on well together, and discrimination is not tolerated. Pupils have a strong understanding of the diversity of religious, ethnic and cultural groups locally and nationally and the school is at the early stages of developing links with a school in Bangalore, India. School leaders and governors, however, do not formally plan to promote all aspects of community cohesion and, although overall provision is good, some opportunities are missed as a result. ♦

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Every effort is made to fully include pupils with special educational needs and/or disabilities and the full range of those facing other challenging circumstances in all aspects of the school's life. To avoid discrimination, pupils have equal opportunities to participate in activities; thus, for instance, vulnerable pupils are targeted and supported by the school and are encouraged to participate in activities that will best contribute to their personal development and progress in their studies. Procedures for safeguarding pupils are reviewed regularly so that pupils' safety is ensured and all requirements are in place. Staff have a good awareness of their responsibilities.

The governing body meets its statutory duties well. Governors are highly supportive, visit and monitor the work of the school regularly and actively seek and act on the views of parents and pupils. Governors are effective in calling leaders to account for the quality of all aspects of the school's performance and they have a good capacity to influence the school's future strategic direction. ♦

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Reception Year in relation to their starting points. By the time they enter Year 1, attainment in the early learning goals in most areas are close to age-related expectations. Children's skills in the key areas of reading and writing, however, are less well developed.

Children enjoy coming to school and being purposefully engaged in the richness of activities available. They show high levels of curiosity, imagination and concentration. They are confident to talk to teachers and other adults. This is because teaching is of a good quality and the curriculum engages their interest well. Children can explain what they are doing and they take pride in their work. For instance, an inspector observed three

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different groups working on the theme of the story of 'The Three Little Pigs'. One group was learning a dance, another painting the pigs' house and the third working collaboratively to prepare a presentation of the story with their own musical accompaniment. All the children presented their work to each other with great self-confidence and enjoyment. Children's health and safety are ensured and links with families and with external agencies to support children's learning and well-being are good. As one parent said, reflecting the views of many, 'It is a brilliant school which provides a stimulating, happy and secure learning environment and we consider ourselves lucky to be here.'

The phase is well led and managed. Planning is adjusted effectively to take into account the needs and aspirations of the children. While leaders ensure that the indoor facilities provide a stimulating environment which effectively enhances learning in all areas, they have not developed and utilised the outdoor area sufficiently well to create inspiring learning opportunities for the children in the playground. ♦

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	2

Views of parents and carers

The return rate of the Ofsted questionnaire was slightly above average. Almost all of the parents and carers who responded were overwhelmingly positive about the school. They were particularly positive about how their children enjoyed school and the school's due regard for their children's safety. Inspection evidence confirmed this. A few parents and carers raised concerns about the management of behaviour. Inspectors found that pupils' behaviour was good and well managed by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Soho Parish CofE Primary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 145 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	70	17	28	1	2	0	0
The school keeps my child safe	48	80	12	20	0	0	0	0
My school informs me about my child's progress	33	55	25	42	2	3	0	0
My child is making enough progress at this school	32	53	24	40	3	5	0	0
The teaching is good at this school	36	60	22	37	2	3	0	0
The school helps me to support my child's learning	34	57	22	37	2	3	0	0
The school helps my child to have a healthy lifestyle	37	62	23	38	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)	33	55	22	37	3	5	0	0
The school meets my child's particular needs	32	53	24	40	2	3	0	0
The school deals effectively with unacceptable behaviour	28	47	25	42	5	8	0	0
The school takes account of my suggestions and concerns	30	50	25	42	2	3	0	0
The school is led and managed effectively	40	67	19	32	1	2	0	0
Overall, I am happy with my child's experience at this school	41	68	17	28	2	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



13 March 2011



Dear Pupils



Inspection of Soho Parish C of E Primary School, London, W1D 7LF



Thank you for the warm welcome that you gave us when we visited your school. We greatly enjoyed talking to many of you and wish we had had more time to meet all of you. Yours is a good school and these are some of the reasons why.




- Your headteacher, staff and governing body want to help you achieve your potential in all that you do and you are very well cared for and supported.
- You clearly enjoy school and we were very impressed with your outstanding contribution to the school and wider community, how well you all get on and respect everyone's faith and culture in your school, in this country and the world.
- You behave well and have a good understanding of how to lead a healthy lifestyle and know how to stay safe.
- The school provides you with many enjoyable and fun learning opportunities.
- The majority of teachers prepare good lessons, and work with you to make your learning exciting.



We have asked the school to do these things to make it even better.



- The teachers are going to make sure you have regular opportunities to improve your work after they mark your books. 
- The teachers are going to share with you the national curriculum targets they have set you so that you can aim to do even better. They are also going to make sure that the work they give you, especially in writing, is suitable to help you make the best possible progress.



You can contribute to these improvements by working hard and responding well to all that the teachers ask you to do.

We wish you all the best for the future and thank you again for your help.

Yours sincerely



David Radomsky

Lead inspector

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