

Fulham Primary School

Halford Rd, London, SW6 1JU

Inspection dates 11–12 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good and the trend is improving year on year.
- All pupils, including those children in the Nursery and Reception classes, make good progress from starting points that are usually low, because of predominantly good teaching, which is well focused on pupils' needs.
- The leadership and management, including that of the governing body, are good. The headteacher is a very effective leader who has created a dedicated staff team whose members aspire to drive forward further school improvement.
- Pupils have a good awareness of, and respect for, diversity. Staff have created an inclusive, positive and caring climate for learning where each pupil is treated as an individual.
- Good quality provision for spiritual, moral, social and cultural development promotes pupils' high self-esteem and confidence, which is reflected in their good behaviour in lessons and around the school.
- No form of bullying is tolerated and pupils feel safe and well cared for.
- Attendance is good and there are very few exclusions.

It is not yet an outstanding school because

- A higher proportion of outstanding teaching is required to maximise independent learning opportunities. Occasionally there is not enough challenge for the most able.
- Middle leaders are not yet fully involved in monitoring teaching in their subjects.
- The outdoor provision in the Early Years Foundation Stage lacks stimulating activities and teachers do not always provide sufficient opportunities for independent learning.

Information about this inspection

- Inspectors observed 17 lessons, of which three were joint observations with senior and middle leaders. In addition the inspection team made a number of other short visits to lessons to observe the teaching of phonics (letters and the sounds they make).
- Meetings were held with two groups of pupils, the Chair of the Governing Body and three other governors; discussions were held with a representative of the local education authority.
- Inspectors took account of 14 responses to the online Parent View questionnaire, together with discussions with parents and carers in the playground.
- School documentation was examined, including the school's own data on pupils' current progress. Records relating to behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Liz Bowes, Lead inspector	Additional inspector
David Hogg	Additional inspector
Maura Docherty	Additional inspector

Full report

Information about this school

- Fulham Primary is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than average, while the proportion supported at school action plus or with a statement of special educational needs is average. Their needs relate mainly to speech, language and communication difficulties and behavioural, emotional and social difficulties.
- Pupils come from a variety of ethnic backgrounds. The largest group is Black African and the percentage of pupils from other minority ethnic groups is high. Nearly three quarters of the pupils speak English as an additional language.
- The number of pupils leaving or joining the school part way through the year is well above average.
- The proportion of pupils known to be eligible for the pupil premium is higher than average.
- There are on-site breakfast and after-school clubs which are managed by the governing body.
- Fulham Primary meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the proportion of outstanding teaching so that all pupils, including the most able, make rapid and sustained progress, by:
 - increasing opportunities for pupils to learn independently and evaluate their own learning
 - increasing the levels of challenge for all pupils, especially for higher achievers.
- Extend the role of the middle leaders by:
 - developing the monitoring role of subject leaders so that they can more fully contribute to whole-school self-evaluation through the direct observation of the quality of teaching in their areas of responsibility.
- Improve the outdoor provision for children in the Early Years Foundation Stage, by:
 - monitoring the quality of outdoor learning opportunities to inspire more independent learning
 - providing a more stimulating and imaginative learning environment.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage at starting points that are generally below those levels typical for their age, particularly in communication, language and literacy. Pupils make good progress and meet their early learning goals by the time they enter Year 1.
- Good progress throughout Key Stage 1 ensures that by the end of Year 2 pupils are meeting national expectations in all subjects including reading. Pupils feel well supported and as one pupil stated, 'Teachers help us to learn and help us out if we don't understand, as we are only little.' In lessons pupils demonstrated an enthusiasm for learning and particularly enjoyed learning in creative ways; this was evident in a phonics session in Year 1 where pupils clearly enjoyed singing the phonics song.
- Pupils continue to make good progress and by the end of Year 6 their attainment in English and mathematics is above average. In Key Stage 2, pupils thoroughly enjoy their learning, and speak of lessons as being 'great fun' and 'there is something new and exciting every time we go in to the classroom'. This was demonstrated in a Year 6 lesson based around the Second World War, when pupils had to shelter under the desks while an air raid siren was sounding; teachers wore gas masks and tin hats to add to the atmosphere. This imaginative teaching had the impact of enabling all pupils to write thoughtfully about the experience.
- The school is successful at narrowing gaps in attainment and analysis of data confirms that there are no significant differences in achievement between any groups of pupils, including those known to be eligible for the pupil premium. Disabled pupils and those with special educational needs receive carefully targeted provision and, consequently these pupils make at least good progress.
- Occasionally, the most able pupils do not make the progress of which they are capable because activities sometimes lack challenge for these pupils.
- A large proportion of pupils enter the school at the early stages of learning English. These pupils are fully integrated into the school and they quickly make good progress. Parents and carers of these children are delighted with their children's progress and the quality of support provided by the school.

The quality of teaching is good

- Teaching is typically good and is often exemplified by lively lessons that are well planned to match the needs of individual pupils. Teachers share their high expectations with pupils, including how they can improve their work and this has a positive impact on progress. For example, in a Year 4 science lesson on the skeleton, effective questioning by both the teacher and the learning support assistant enabled pupils to share ideas and develop their diagrams.
- Pupils make good progress in reading because there is an emphasis on developing children's reading skills through the use of structured programmes of teaching phonics. Throughout the school a wide range of reading activities is provided, which are matched well to the capabilities and interests of pupils and this contributes to above average standards in reading by the time pupils reach Year 6.
- Teachers plan carefully to ensure that speaking and listening skills are a strong feature of many lessons and the pupils are used to explaining their ideas to 'peer partners'. There is good use made of interactive whiteboards to model the writing process and support vocabulary learning. Pupils for whom English is an additional language benefit from working with bilingual support staff as well as a dedicated teacher.
- The teaching of disabled pupils and those with special educational needs is good. Skilled teaching assistants provide support to ensure that those who find learning more difficult or

whose needs are complex enjoy their learning and achieve well.

- Although lesson structures are adapted to meet the needs of individual pupils, the higher achievers would benefit from a greater level of challenge, to enable them to develop their independent study skills and achieve their full potential.
- Occasionally a few teachers are over prescriptive when planning activities and some children do not always have enough opportunities to make choices for themselves. This is particularly the case in the Early Years Foundation Stage where pupils do not have sufficient opportunities to develop their independent learning skills in the outdoor area.
- Externally moderated assessments ensure that there is an accurate view of the achievement of all pupils throughout the school and staff use assessment information well. Marking throughout the school enables pupils to understand the next steps in their learning through individualised targets. However, teachers do not always allow time for pupils to respond more fully to marking so that they can evaluate their own learning.

The behaviour and safety of pupils are good

- Typically behaviour is good. Pupils behave well and learning is rarely disrupted through poor behaviour. Staff have established consistent and rigorous procedures for managing behaviour. Consequently, the school is a harmonious environment. There have been very few exclusions in recent years.
- Around the school pupils are polite and courteous to visitors. In the playground 'play buddies' ensure that all pupils are fully included. For the very few who find difficulty in conforming to the school's high expectations, the school makes good use of external agencies, for example behaviour support services.
- Pupils say there is no bullying and that adults are on hand to sort out minor disagreements that arise occasionally. Pupils have a secure understanding of different types of bullying especially cyber bullying and that relating to prejudice.
- Pupils entering the school at times different to the normal school year are well supported by their peers, many of whom act as young interpreters. Pupils show respect towards those from different backgrounds and they appreciate the numerous opportunities to learn about other cultures. As one parent said, 'All cultures get on so well here.'
- The inspection endorsed the views of the large majority of parents and carers who believe that behaviour is usually good and that their children are safe in school.
- The school provides good opportunities for pupils to develop their social skills in a safe and stimulating environment, at the beginning and end of the school day, with the breakfast and after-school clubs.
- Attendance has improved considerably since the last inspection and is now above average. This is due to a consistent and relentless approach by staff in tackling persistent absence. Parents and carers are encouraged to ensure their children attend school through telephone calls and mobile telephone text messages, as well as more imaginative strategies such as the 'in it to win it' game.

The leadership and management are good

- The relentless ambition of the senior leadership team, driven by the passionate and highly effective headteacher and deputy headteacher, has brought about considerable changes to pupils' outcomes. All areas for improvement identified at the previous inspection have been addressed. A culture of rapid and sustainable improvement has been achieved by robust monitoring and action planning which ensure that pupils make good progress.
- Performance management is effective because it links the impact of teaching to the pupils' achievement. Middle leaders work well to raise attainment in their areas of responsibility and are enthusiastic about securing further improvements, for example the introduction of a new whole school reading programme in English. However, subject leaders' direct involvement in monitoring the quality of teaching is not yet fully developed.

- The school is developing close links with local primary schools and together they plan to share outstanding practice to support teachers' professional development.
 - Self-evaluation is very accurate, based on comprehensive monitoring of teaching and learning. There are clear priorities for development which are closely monitored by school leaders to ensure that actions are having a beneficial impact on pupils' achievement.
 - Parents and carers and pupils report that the school is effective in discouraging all forms of discrimination and works unstintingly to ensure equality of opportunity for all. To achieve the overarching aim for a truly inclusive school, the school works closely with variety of external agencies to ensure improved attendance as well as support for those families whose circumstances may make them vulnerable.
 - Pupils were fully involved in developing the creative curriculum; they selected the topics that they wanted to study, for instance pirates in Year 2. By this method the school ensures that pupils are fully engaged.
 - Teachers plan to provide rich and memorable experiences to enhance pupils' spiritual, moral, social and cultural development. The recent cross-school 'mini Olympics' enabled pupils to develop their awareness of other countries. There is a good programme of clubs and enrichment opportunities, which makes a positive contribution to pupils' enjoyment.
 - **The governance of the school:**
 - The governing body demonstrates a secure knowledge and understanding of the school's strengths and weaknesses based on frequent and comprehensive monitoring of the school's work.
 - Governors ensure that procedures for safeguarding are robust so that pupils are safe in school.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100329
Local authority	Hammersmith and Fulham
Inspection number	400407
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair	Marie Thomas
Headteacher	Leesa Schooneman
Date of previous school inspection	25 November 2009
Telephone number	020 73850535
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