

# New King's Primary School

New King's Road, Fulham, London SW6 4LY

**Inspection dates** 12–13 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Leaders and managers have sustained improvements in all areas since the last inspection, so that teaching is now good, with much that is outstanding. This leads to good progress across the school.
- Attainment in reading, writing and mathematics is above the national averages at the end of Year 6. As children start in the school with skills below those typically found, this represents good and often outstanding progress.
- Pupils have positive attitudes towards learning and engage fully in lessons. Their behaviour is good. Bullying is rare and they say that they feel safe and well cared for. They show a great deal of independence and manage their behaviour and play very well.
- Pupils find the wide range of topics they undertake links well to their needs and interests, and this ensures that their spiritual, moral, social and cultural development is promoted extremely well.
- Leaders and managers are ably supported by the governing body, and their detailed plans are focused well on the right priorities.

### It is not yet an outstanding school because

- There are inconsistencies in the quality of teaching at Key Stage 1. Some pupils' attainment in writing and mathematics is below the national averages.
- A few pupils are absent too often, so attendance is around average.

## Information about this inspection

- Inspectors visited 15 lessons or part lessons taught by 11 teachers and instructors.
- Joint lesson observations were conducted with senior leaders, and short visits were made to observe the quality of teaching at Key Stage 1. In addition, inspectors examined the work in pupils' books with senior leaders.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and school improvement plan, external evaluations of the school, minutes of meetings of the governing body, records relating to behaviour and attendance, and those relating to safeguarding.
- Inspectors listened to pupils read, met with different groups of pupils, interviewed a sample of staff, and spoke to groups of parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were sought at the start and end of the school day, and through the school's own surveys. There were seven responses to the on-line Parent View survey. Comments from ten members of staff were considered.

## Inspection team

Brian Netto, Lead inspector

Additional Inspector

Susan Reid

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Most pupils are from a minority ethnic heritage. Most of these pupils speak English as an additional language. The largest minority ethnic group is from a Black African heritage.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and children from service families, is well above average.
- The proportion of pupils supported through school action is average, as is the proportion supported through school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The number of pupils who join and leave the school at other than the usual times is well above average.
- The school does not use any alternative provision.
- The school runs a breakfast club. The after-school club is not run by the governing body.
- The school shares the site with Parayhouse School, a non-maintained special school for pupils with moderate learning difficulties.
- Since the last inspection, a Children's Centre has been opened on the site. This is not run by the governors and was not part of the inspection. In addition, there have been several changes in staff.

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

- By July 2013, increase the consistency in the good quality of teaching at Key Stage 1 to accelerate progress, particularly for more able pupils, in writing and mathematics, so that pupils' attainment is at least in line with national averages, by:
  - making better use of other adults in the classroom so that pupils work at a faster pace
  - matching work more closely to the needs of more able pupils
  - providing more opportunities for extended writing in different topics and themes.
- Sustain improvements in attendance so that by July 2013, it is above the national average, by working with families to reduce the small numbers of pupils who are regularly absent.

## Inspection judgements

### The achievement of pupils is good

- Children make good progress across the Early Years Foundation Stage, often from low starting points, because adults model learning very effectively and provide interesting and fun activities which engage and interest the children. The good balance between activities which the children choose and those chosen by adults helps to build confidence and independence. For example, children constructed an igloo and decorated a snowman using cotton wool and glue, with adult supervision. Doing this, they improved their coordination and spatial skills.
- Progress is good across the school in reading, writing and mathematics, and for some groups of pupils it is outstanding. As a result, pupils achieve well.
- There is an improving picture over time in attainment for most groups of pupils at both Key Stage 1 and Key Stage 2 in all subjects. By the end of Year 6, their attainment is above average in English and mathematics. However, at Key Stage 1, there are missed opportunities for more able pupils to make the progress of which they are capable in writing and mathematics.
- Disabled pupils and those with special educational needs make the good progress expected, although this varies from year to year. The majority achieve well.
- Pupils eligible for the pupil premium, pupils who speak English as an additional language, and Black African pupils make better progress than expected because of effective teaching and carefully devised ways of supporting their needs through working in small groups. As a result, the gap with the national figures for each of these groups is closing.
- By the end of Year 2 and Year 6, standards in reading are above the national averages. Pupils learn to read quickly because the linking of letters and sounds (phonics) is taught well. Children are grouped by ability so that the teaching is at the right level and pace. As they get older, pupils have regular opportunities to read at home, and careful checking by the school on how well they read results in them moving quickly onto the next book. Many enjoy the frequent opportunities to read and make full use of the school library. For example, pupils in Year 3 made good progress in understanding the characters in a story through learning from each other during role play and 'hot seating' activities which captured their interest and imagination.

### The quality of teaching is good

- Teaching is good overall, with much that is outstanding. The best teaching is characterised by teachers providing opportunities for pupils to investigate problems that require them to think and experiment, effective questioning that helps to deepen their understanding and activities that engage their attention and interest.
- Pupils in Year 5 made outstanding progress in their use of persuasive language to develop arguments, as a result of effective questioning and opportunities to talk about their responses to the story with their partners.
- Pupils' imaginative appreciation of poetry was developed effectively in a Year 6 lesson looking at 'The Lady of Shalott'. They were able to use and apply specific poetic language and imagery to help them understand the poem. As a result of the teacher's high expectations, they made rapid progress. Opportunities for more extended writing are relatively less extensive at Key Stage 1 than at Key Stage 2.
- On another occasion, pupils in Year 6 showed considerable concentration whilst solving problems in a mathematics investigation. Their rapid progress was helped by effective questioning by the teacher, and excellent use of the other helpers in the room, including students on work experience. Regular checking of their progress by the teacher made sure that they were quickly on track when errors were made.
- Good use is made of specialist teaching in, for example, art and physical education to enhance pupils' learning. A good example of this is the sports coach who works with children in the

Nursery right through to pupils in Year 6, and helps to bring enjoyment and awareness of health and safety to learning.

- Marking and feedback are good across the school as pupils are given detailed ideas about how well they are doing and the next steps they need to take to improve. This makes a strong contribution to their continuing progress.
- On occasions, other adults are not best used during whole-class teaching, so opportunities to assess the progress of the pupils are missed, and as a result, the pace of their learning slows. Work is not always well matched to the pupils' needs, and opportunities for them to write at length in different subjects are missed. This is particularly the case with more able pupils who are not stretched enough by the activities provided in Years 1 and 2.

### **The behaviour and safety of pupils are good**

- Pupils show considerable respect and care for each other. They understand how each person should be treated equally, and their relationship with pupils from the adjacent special school has built their confidence in accepting others who are different from themselves.
- Pupils say they feel safe as a result of being confident that they can turn to any adult if they have concerns. Safety is a feature of what is taught, for example in sports lessons taken by the visiting coach, and during assembly when pupils perform or demonstrate experiments they have been conducting in class. The majority of parents agree that the school keeps their children safe, and inspectors found no evidence to contradict this. This comment from one parent reflects the views of the majority: 'My child loves school; at 8 o'clock she is ready and saying, "Can we go now, can we go now?"'
- During unsupervised time, pupils make full use of the extensive equipment to enjoy active play. The introduction of this equipment, which includes a mini-trampoline, is greatly appreciated by the pupils. As one said, 'I like school because when you ask for new stuff for the playground they try to get it for you.'
- Pupils take on a number of leadership roles across the school, with members of the 'learning council' doing lesson observations to help their peers improve their 'learning attitudes'. These five attitudes (reflective, collaborative, inquisitive, creative and positive) are well known to the pupils and contribute strongly to a positive culture for learning.
- Much has been done by the school to reduce the number of incidents of unacceptable behaviour, and overall, pupils take responsibility for their own behaviour, which is typically good.
- The school has worked hard to improve attendance, which is now around the national average. The numbers of pupils who are regularly absent has been reduced considerably but still remains too high.

### **The leadership and management are good**

- Since the last inspection, determined leadership by the headteacher and assistant headteachers has ensured that good progress has been made in all areas of weakness. The leadership team model the best professional standards and, together with the governors, make regular checks on teaching, which have led to continuous improvement.
- Teachers' performance is linked to whole-school priorities, and these in turn reflect the careful checking of how well pupils are doing, and what needs to improve. Detailed profiles on each member of staff help leaders and managers to support and develop the staff as needs arise.
- The topics and themes, which are based on the International Primary Curriculum, provide many opportunities for the pupils to develop an understanding of the world around them, through visits, presentations and special events. A good example of this was the assembly led by pupils in Year 5, which showed younger pupils what they had learnt about how molecules work, different types of dance and song, and how to make bread. The topics make an excellent contribution to the pupils' spiritual, moral, social and cultural development.

- The strong links with the local special school and the Children's Centre show the school's commitment to ensuring a safe and secure environment for all who use the site. The strong relationships and the commitment from the school actively to promote equality and tackle any form of discrimination are seen, for example, in the good progress of most groups of pupils.
- As the school is improving, the local authority allows it to commission work using service level agreements. These have been used well to support improvements in the teaching of mathematics, and in helping boys to have more of an interest in reading.
- **The governance of the school:**
  - Governors are well supported by an external consultant who has been commissioned to help with the appraisal of the headteacher's performance. This gives them expert advice so that they have a good understanding of the link between teaching, performance and salary progression. They use their own expertise well, for example in accountancy, to ensure that the school is fully solvent and its partnerships with the two other institutions on site, as well as the weekly use of the grounds by the farmers' market, help this further. Additional funding, including the pupil premium, is spent in a wide range of ways to support targeted pupils, and governors are well informed about how well pupils are doing compared with expected rates of progress. New governors are provided with good induction, and others take opportunities to undertake training in areas of responsibility such as health and safety and the use of data to track how well pupils achieve. They ensure that all statutory requirements are met, including those relating to safeguarding.

## 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

<b>Unique reference number</b>	100330
<b>Local authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	400408

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Fenwick
<b>Headteacher</b>	Miles Chester
<b>Date of previous school inspection</b>	20 January 2010
<b>Telephone number</b>	020 77362318
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