

Melcombe Primary School

Fulham Palace Road, London, W6 9ER

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils' achievement is outstanding. They start school often requiring a lot of support for their learning, but quickly make exceptionally good progress to reach standards which are above average by the end of Year 6.
- Children in the Early Years Foundation Stage receive very effective help early on, and quickly grow in confidence, gaining independence and a love and enjoyment for learning.
- Teaching is outstanding and brings out the very best in each pupil. Teachers have high expectations and pupils rise to meet them, determined to succeed and be actively involved in their learning.
- Pupils from different groups, including disabled pupils and those with special educational needs and those who receive additional funding, make excellent progress because skilled staff understand their needs and support them exceptionally well.
- Pupils' behaviour, attitudes to learning and respect for each other are outstanding. They are enormously proud of their school and play an active part in contributing to the positive learning environment.
- There is a powerful culture of mutual respect and success for all. Pupils have a varied and stimulating learning experience, inspired by an interesting range of topics and themes which help to motivate them and contribute strongly to their spiritual, moral, social and cultural development.
- Leadership is outstanding. School leaders are highly supportive of the vision to continually improve and are inspiring role models around the school. Staff support for the headteacher has driven up standards across the school.
- The governing body plays an important and successful role in supporting and challenging the school to help make continual improvements.

Information about this inspection

- Inspectors observed 21 lessons, five jointly with the headteacher. They also observed in-class support for pupils at risk of falling behind.
- Inspectors attended a school assembly and visited the school’s breakfast club.
- Inspectors listened to pupils read in class, and spoke to two groups of pupils and several others informally throughout the inspection. They spoke with the Chair of the Governing Body and the school improvement adviser, as well as a representative of the local authority and school staff, including senior and subject leaders.
- Inspectors noted the views of 35 parents and carers who responded to the on-line Parent View survey and spoke to parents and carers who were bringing their children to school.
- The inspection team reviewed the responses to 24 staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current progress, planning documents, checks carried out by leaders on the school’s effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Victoria Turner	Additional Inspector
Michael Buist	Additional Inspector

Full report

Information about this school

- Melcombe is a little larger than most primary schools.
- The majority of the pupils are from minority ethnic groups and the proportion who speak English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children, those known to be eligible for free school meals and pupils with a parent in the armed forces, is well above the national average.
- The breakfast club is run and managed by parent volunteers.
- There is a Children's Centre on the school site which is used by pupils from the school; however, it is overseen by a separate governing body and did not form part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make sure that teachers in all lessons allow pupils to get on with their work independently as soon as possible, so that they are more actively involved in pushing themselves forward and taking responsibility for their learning.

Inspection judgements

The achievement of pupils

is outstanding

- All pupils make excellent progress through the school. Pupils known to be eligible for free school meals achieve particularly well. Extra funding is now used very effectively to provide additional skilled staff so that early barriers to learning are quickly removed. Achievement gaps are closed rapidly. Overall, pupils eligible for the pupil premium were almost half a term ahead of their peers in school overall, a term ahead in English and in line with them in mathematics. When compared with their peers nationally, they are ahead for all subjects.
- Pupils' standard of reading is high and rises quickly to reach above age expectations across the school. Less able pupils in Year 2 and Year 6 show a secure grasp of the principles of reading and, for the second year running, the school has gained well above average results in the national Year 1 phonic screening check. Pupils have exceptionally positive attitudes and high levels of enthusiasm about their enjoyment of reading; they visit the school library regularly and many participate in one of the three annual school plays.
- Writing standards are high, and writing is a feature of many class activities, visits and topics studied. Pupils write for a range of purposes with competence and confidence. They check and edit their own work so that they are constantly improving.
- In numeracy, pupils have excellent opportunities to think for themselves when choosing how to solve mathematical problems. They use appropriate mathematical language and can apply previous learning across a range of topics, to build on and further develop their understanding. This contributes well to raising their achievement.
- Disabled pupils and those who have special educational needs receive exceptionally good quality support and achieve very well as a result. Additional funding to provide specialised adult support in class has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good and better progress and achieve ahead of their peers in school because the school identifies their language needs early on and provides highly effectively language support.

The quality of teaching

is outstanding

- School leaders have placed a strong focus on teaching and learning and this is one of the main reasons why the quality of teaching has improved further since the last inspection and reached an outstanding level.
- Teachers set high expectations, lessons are very well planned and the pace is typically swift, containing a good variety of challenging activities and opportunities for pupils to be involved throughout. In a small number of lessons, however, teachers retain too much control and do not always allow pupils the independence they need to drive themselves forward and take on more responsibility for their learning.
- Children in the Early Years Foundation Stage are encouraged to be independent and quickly develop high levels of confidence as their communication skills improve and adults engage their interests with a series of enjoyable, purposeful activities both indoors and outside. Early reading and writing skills develop particularly well and provide an excellent basis for their next steps in learning.
- Literacy, including reading, and numeracy are taught extremely well, so pupils have lots of opportunities to develop their writing and mathematics skills across different subjects. Several pupils have reading partners from a local business and this has helped to improve their skills and raise their personal aspirations. Teaching is enhanced by the effective use of an excellent range of resources, including laptop computers, interactive whiteboards, and other ICT equipment which provides variety in the ways pupils learn across all years. Kindles have recently been purchased to support a new Kindle club and further promote the enjoyment of reading across

the school.

- Teaching assistants make a huge contribution to pupils' excellent learning and progress. They know their pupils well and are sensitive to their needs, providing the right balance of support at the right time. As a result, they help to ensure that all pupils make the very best progress that they can.
- Teachers are very effective in linking activities with pupils' individual targets so that they understand exactly what is expected of them and how they can achieve greater success. Pupils understand their targets and refer to the learning objective and success criteria when reviewing a piece of work. They have the highest motivation to achieve their absolute best.
- Marking across the school is excellent, in all lessons and subjects. The very best examples refer to pupils' individual targets and offer high quality, helpful feedback to ensure that pupils reach the highest levels in their work. Teachers' marking offers a careful balance between praise and suggesting how to improve. Pupils read and regularly respond to comments which help them to continue to improve their work.

The behaviour and safety of pupils are outstanding

- Pupils have exceptionally positive attitudes to learning. They manage their own behaviour very well and play a very active part in maintaining the positive, friendly atmosphere in the school.
- The parents, carers, and staff agree that pupils' behaviour in lessons and around school is excellent. Pupils' attendance levels have risen, and the importance of not taking extended holidays during term time is being taken more seriously. The new breakfast club is growing in popularity and also beginning to have a positive impact on raising attendance.
- Pupils keenly become school councillors, mediators, enterprisers, international ambassadors, eco warriors, junior road safety officers, fair traders and rights respectors. The head boy and head girl are excellent role models and are well served and supported in their duties by a team of prefects who keep a sharp eye on behaviour around the school. Pupils have a voice which is heard and they are exceptionally well represented. They regularly give their views on aspects of their learning, which teachers and school leaders listen to and use to improve their lessons.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk, particularly as they have several visitors and speakers and frequently go out on trips across the city. They also learn about being safe on bicycles and some are trained junior road safety officers. They are highly aware of different types of bullying and how to keep themselves safe, especially on the internet. There are few racist incidents, and discrimination in any form is not tolerated.
- Pupils are very proud of their school and all speak positively about how much they enjoy and value being a part of it and how excited they are that the 'buddies' scheme is coming back and they will be able to help others in this 'new' role.
- Pupils say that they feel very safe in school. If they have any concerns, they say that there are several adults and other pupils to whom they can turn for help.

The leadership and management are outstanding

- School leaders have been highly successful in continuing to improve the school, so that all aspects of its work are now outstanding. They work closely as a team, with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school and they are determined to continue to improve.
- Leadership roles have evolved and strengthened and new roles created to develop talented teachers and drive key improvements identified in the school's development plan, including the active involvement of pupils in their learning. Staff responses were resoundingly positive and praiseworthy of the leadership team.
- The school reviews all aspects of its work thoroughly and acts quickly to address any gaps so that the pace of improvements is not slowed. School development plans are realistic and sharply focused. Plans to raise standards are linked to close checks on the quality of teaching, learning

and progress and these are shared by all leaders at all levels in the school. Excellent staff training and the highly effective recruitment of talented newly qualified teaching staff in recent years have led to sustained improvements across the school.

- Leaders make sure that teachers' pay and performance link directly to whole-school priorities and pupils' progress. This has helped to improve the quality of teaching so that all is now consistently good and increasingly more is outstanding.
- Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer. All pupils benefit from exciting trips and visits which bring their learning experiences to life, and older pupils spend a week away at an outdoor centre on the Isle of Wight.
- The local authority and independent school adviser have supported the school very well and their involvement has been integral in constantly reviewing and improving all aspects of the school's work.
- Funds to improve the range of sporting activities available are exceptionally well used. High proportions of pupils participate in different sports, including yoga and fencing, and have an excellent understanding of the positive impact this has on their health and well-being.
- **The governance of the school:**
 - Governors are highly skilled. Their work with school leaders is exceptional and has been essential in the drive to become an outstanding school. They have an excellent understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools nationally. Governors are committed to enhancing their own skills and make regular visits to check directly on key areas of the school's work, including the management of specific projects such as the construction of the new outdoor pavilion. The Chair of the Governing Body meets with the headteacher every week for a 'challenge' meeting and ensures that financial resources are efficiently managed, including pupil premium and sports funding, and how these impact on pupils' achievement. They have noted the improved attendance since the appointment of a new attendance officer and recently supported the start of a breakfast club with subsidised places for pupils. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They are highly visible in the school and check that safeguarding meets requirements.

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	100334
Local authority	Hammersmith and Fulham
Inspection number	425596

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Ian Craik
Headteacher	Wayne Leeming
Date of previous school inspection	18 September 2008
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