

Pimlico Primary School

Lupus Street, Westminster, London, SW1V 3AT

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The outstanding school has made an excellent start in the two years since it opened. This is due to leaders and governors ensuring the school's vision and moral purpose are brought to life on a daily basis.
- The highly effective leadership of the Principal and Executive Principal has created an ambitious staff team who are united in support of the school.
- Senior leaders and governors are relentless in their drive to provide the best education possible. They actively seek best practice nationally and internationally. They evaluate the school's work regularly to ensure it is constantly improving.
- The quality of teaching is outstanding. Teachers instil a love of learning in the pupils. They encourage pupils to be curious and not to be afraid of making mistakes. This supports pupils' learning and achievement extremely well.
- The curriculum excites and motivates pupils. The pupils benefit from having specialist teachers in some subjects. Regular trips to places of interest deepen their understanding and strengthen their love of learning further.
- From their starting points, pupils make outstanding progress. A higher proportion of Reception children reached a good level of development in 2014, compared to national averages. Standards in reading, writing and mathematics are above age-related expectations.
- Provision in the early years is outstanding. Staff work together closely to track children's progress and provide activities to meet their needs. High expectations lead to children making rapid gains in their learning.
- Pupils behave extremely well. A strong focus on good manners and courteous behaviour is evident. Pupils demonstrate positive attitudes and are highly supportive of each other.
- Leaders and governors ensure policies and practices are in place to keep pupils safe. Parents and pupils are confident that the school is a safe place to learn and grow.
- Parents are highly supportive of the school's work. They value the regular opportunities provided to work with the school. This enables them to support their child's learning with confidence.
- The advisory board has an excellent understanding of the school's strengths and areas for development. The governors' main focus is on improving the provision and outcomes for pupils at the school, including for the most able. They provide rigorous challenge and considered support.
- Leaders and governors are developing their strategic vision to ensure the excellent provision is sustained and developed as the school continues to grow.

Information about this inspection

- The inspector observed teaching and learning, jointly with the Executive Principal, in the Reception and Year 1 classes. Out of the 10 visits to lessons, five of these were taught by specialist teachers. As well as looking at pupils' work during visits to lessons, a selection of pupils' workbooks was scrutinised.
- The inspector observed pupils during playtime, lunchtime and at breakfast club and after-school club. The inspector listened to pupils read and held discussions with groups of pupils from Reception and Year 1.
- Meetings were held with the Principal, the Executive Principal and the Chief Executive of the Future Academies Trust. The inspector spoke to teaching and support staff, a representative from the Department for Education and three members of the governing body, including the Chair.
- The 10 responses to the online parent questionnaire (Parent View) and the school's own parent questionnaires were taken into account, as were the 10 replies to the staff questionnaire. The views of parents were also collected at the beginning of the school day.
- The inspector reviewed a range of documents including advisory board minutes, school development plans, documents relating to safeguarding, behaviour and attendance logs and information about pupils' attainment and progress. The school's website was also reviewed.

Inspection team

Mel Rose, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This free school opened in September 2013. It is part of Future Academies; a multi-academy trust responsible for one secondary and three primary schools in the local area.
- The school shares a site with Pimlico Academy.
- It is much smaller than the average primary school. Currently, in its second year, there are two classes: one with Reception children and one with Year 1 pupils. All pupils attend full time.
- There are no public examination results by which to measure the school's performance against the government's current floor standards.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils or those with special educational needs is above average.
- Pupils come from a wide range of backgrounds.
- The school does not use alternative provision.
- The proportion of pupils who are eligible for pupil premium funding, which provides additional funding for pupils known to be eligible for free schools meals or in the care of the local authority, is above average.

What does the school need to do to improve further?

- Ensure that the most-able pupils are consistently challenged and stretched so that they achieve what they are capable of.

Inspection judgements

The leadership and management are outstanding

- The Principal and Executive Principal work together extremely effectively to communicate the school's vision and ambition to staff, parents and pupils. The school community is united in its support of this vision and the moral purpose behind it.
- The school's motto, 'a place to grow', drives the school's work. Leaders and governors constantly look for ways to improve the provision. They visit other schools and keep up to date with latest research in an effort to ensure pupils are receiving the best education possible.
- The relentless desire of senior leaders to improve the school's work is central to its success. Regular monitoring activities take place to evaluate practice. Teachers and support staff reflect effectively on their own work, as well as receiving advice on how to improve from senior leaders. Performance indicators are carefully looked at to refine practice in order to positively impact on pupils' achievement. Staff value the work of senior leaders and agree that the school is well led and managed.
- The Principal is currently responsible for the leadership of English, mathematics and special educational needs. As the school grows to four classes in September 2015, staff have been appointed to ensure sufficient teaching and leadership capacity. One existing member of staff is receiving training to enable her to take responsibility for the leadership of special educational needs.
- The curriculum engages and excites pupils. It takes into account the expectations of the National Curriculum and meets requirements for the early years. Pupils are often taught discreet subjects by specialist teachers. Literacy, numeracy, art and Spanish are particular strengths. The curriculum is enhanced by educational visits to places of interest. Children understand the importance of rules. One of the three school rules is: 'we respect each other'. This, along with a comprehensive spiritual, moral, social and cultural curriculum, prepares pupils well for life in modern Britain.
- Pupil premium funding is used effectively and programmes of support are carefully evaluated to ensure they are impacting well on pupils' achievement and well-being. The funding provides opportunities for pupils to attend breakfast club, have additional support with their learning and visit places of interest to broaden their experiences. Primary sport funding provides sporting equipment for parents to take home during term time and activities for pupils in the school holidays. Parents are extremely grateful for both aspects of the provision. The school has noted an improvement in pupils' concentration and behaviour following holiday periods.
- Equality of opportunity is a strong focus of the school's work. Individual pupils are continually assessed and specific support put in place to ensure their needs are met. This helps pupils who speak English as an additional language to improve their communication skills rapidly and access the curriculum effectively. Pupils with special educational needs are supported effectively and achieve well.
- The school receives effective support from Future Academies. The three primary schools work closely together and, along with the local authority and an advisor from the Department for Education, moderate the school's judgements about pupils' achievement to ensure they are accurate. The Executive Principal and chief Executive Officer set challenging performance management targets for the Principal and regularly track progress towards meeting them. Finances are diligently managed by the trust.
- Safeguarding arrangements meet requirements. Governors have attended safer recruitment training. All staff are aware of safeguarding procedures and are highly alert to the potential signs that pupils may be at risk of harm. The school works closely with the local authority's safeguarding board and external professionals.
- Leaders and governors are developing new strategies and reflecting on their vision to ensure provision and outcomes continue to improve as the school grows.
- **The governance of the school:**
 - The advisory board is highly effective. Governors monitor the school's work closely and challenge leaders to maintain their focus on improving outcomes for all pupils. Governors have a good understanding of the quality of teaching. They marry information about teachers' classroom practice with assessment information and outcomes in pupils' books. Governors understand the link between teachers' performance and their pay. Pupils attend advisory board meetings so that governors gain first-hand knowledge about pupils' experiences.
 - The Chair of the Governing Body visits the school regularly. She has lunch with the pupils every week, hears them read and talks to them about their learning and well-being.
 - Governors receive regular information about pupils' achievement. They use this information well to ask challenging questions, focusing on the different groups of pupils, including those who are disadvantaged. The information on most-able pupils is more limited and governors recognise this as an

area for development.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. The three school rules are implemented consistently and pupils understand that the rules help them to learn. Incidents of poor behaviour are extremely rare.
- There is a strong focus on having good manners and being courteous. A Reception pupil demonstrated standard practice when she politely held the door open for the inspector and declared, 'After you!'
- Pupils get on very well with each other in the classroom. They often work in pairs and demonstrate excellent listening skills. They support each other with their learning and show that they want the best for each other. They demonstrate a love of learning and concentrate on tasks for extended periods of time.
- Pupils play together in the playground with great consideration. There are a wide variety of resources to play with and pupils share the most popular ones considerately.
- All parents who responded to the online survey agree that the school makes sure that pupils are well behaved.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safeguarding procedures are implemented fully and the school site provides a safe environment for pupils.
- Pupils feel safe and are insistent that there is no bullying in school. They know how to keep themselves safe. Pupils talk confidently about 'stranger danger' and have been taught to apply similar principles when accessing the internet.
- In the playground pupils are learning to manage risk and keep themselves safe. When using the skipping ropes pupils look around, to make sure there are no other pupils in harm's way, before skipping. They ride the trikes sensibly, leaving a good distance between themselves and other pupils.
- The positive relationships between adults and pupils create an environment where pupils feel safe to make mistakes. They understand that this is when learning takes place.
- Risk assessments are thorough, ensuring staff and pupils are safe on the school premises and during visits off site. Staff bring first-aid kits and drinking water to all outdoor activities.
- The school encourages good attendance and punctuality. Leaders meet with the parents of those pupils with attendance below acceptable levels. The Principal works with them on strategies to ensure attendance improves. Analysis of attendance data show attendance levels are continually increasing.
- Parents spoken to were extremely confident that the school looks after their children well. In response to the staff questionnaire, one member of support staff commented, 'Safeguarding in the school is the best I have ever experienced. The children are the main priority.'

The quality of teaching is outstanding

- Teachers have very high expectations of pupils. They continually assess pupils' learning. Additional teachers and teaching assistants are highly skilled and provide effective individual and small group support to help pupils 'keep up, not catch up'. This support is well tailored to meet pupils' needs, particularly those with special educational needs or who speak English as an additional language. As a result, these pupils make rapid progress.
- Effective phonics teaching (the sounds letters make) is supporting pupils' reading and writing skills. Pupils enjoy reading and books are matched well to their ability. Pupils are encouraged to talk about their book. As a result, they are developing good reading comprehension skills and a wide range of vocabulary. On rare occasions, most-able pupils are not stretched sufficiently throughout phonics sessions.
- Pupils are given regular opportunities to practise handwriting. They are taught to write in a cursive style as soon as they enter school. Several pupils in Reception join their writing neatly and accurately. In Year 1, many pupils are writing extended pieces, using a good range of vocabulary and sophisticated punctuation, including speech marks, colons and commas.
- A mathematics specialist supports the teaching in this subject. Lessons are well planned to ensure pupils develop a secure conceptual understanding. Good use is made of resources and skilful questioning challenges pupils to think more deeply. Complex extension activities are evident in pupils' work books. Pupils are consistently encouraged to explain their reasoning.

- The curriculum is enhanced by a range of specialist teachers. Pupils' work displayed in an art exhibition shows good use of tone, line, shade and perspective. Pupils have studied a wide range of artists from several different periods. The specialist Spanish teacher conducts lessons almost entirely in Spanish. Because of this, pupils have good Spanish accents. They communicate with each other with confidence and accuracy, using a wide variety of phrases.
- Very skilled planning by teachers ensures there are plenty of opportunities to develop pupils' good personal, social and emotional understanding well. They plan experiences that excite their curiosity, such as observing caterpillars through the different stages of metamorphosis to become butterflies. A wide range of educational visits are used well to deepen pupils' understanding and encourage them to have high aspirations.
- The feedback policy is applied consistently. In Year 1, pupils have a good understanding of the symbols used to mark their work. Pupils respond to regular feedback from teachers. This extends and deepens their understanding and helps them to make rapid progress, particularly in their writing.
- Parents feel well supported by the school and the opportunities they have to talk about their children's learning. Their feedback after curriculum workshops is extremely positive. Many parents noted that they feel more confident in supporting their child with their homework.

The achievement of pupils

is outstanding

- Pupils joined the Reception class in 2013 with skills and knowledge below those typical for their age. The proportion of pupils achieving a good level of development by the end of the academic year was above the national average. The school's achievement information for the current Reception class, who also joined with skills and knowledge below those typical for their age, is already higher this year. This demonstrates outstanding progress.
- Weaker performance in pupils' personal, social and emotional development and communication and language was identified by the school in 2014. Strategies were implemented to support pupils in these areas and as a result a high proportion of pupils have reached the early learning goals in these areas this year.
- The proportion of pupils who have met the expected standard in the Year 1 phonics check is significantly higher than the 2014 national average. Rapid progress continues to be made in Year 1. Many pupils are working above the levels expected for their age in reading, writing and mathematics.
- The school has a strong focus on developing pupils' communication skills. Many opportunities are created for conversation. This results in pupils who speak English as an additional language making rapid gains in their communication and language skills.
- The progress of disadvantaged pupils is monitored closely. They often receive individual and small group support which is well matched to their needs. As a result, they make rapid progress. In mathematics they outperform their peers.
- Disabled pupils and those with special educational needs are well supported. The school works closely with parents and external professionals to ensure their needs are met effectively. Pupils make good progress from their starting points.
- The most-able pupils are often provided with learning that extends and challenges them. Their writing shows that they are able to use a wide range of punctuation and their vocabulary is extensive. Their handwriting is often joined and neatly presented. On some occasions their work does not stretch them sufficiently and they do not make the progress they are capable of.

The early years provision

is outstanding

- Highly effective induction arrangements support a smooth start to the Reception class. The school carries out home visits so that staff have a good understanding of what the children already know and can do before they start school. The school works closely with the incoming children's nurseries. Many nursery providers take the school up on its invitation to visit in the term preceding admission. This helps to develop the nursery providers' understanding of the school's expectations, particularly in terms of learning and behaviour.
- Staff have high expectations of what children can achieve and as a result children make rapid progress in Reception. Children are supported from the outset to gain good basic skills in literacy and numeracy. They are given plenty of opportunities to develop their communication skills and are strongly encouraged to

speak in sentences. Through a consistent approach to teaching accurate letter formation, children rapidly develop good handwriting. Teachers closely track pupils' progress and activities are provided to extend their skills and deepen their understanding.

- Particularly strong aspects of the provision in the early years are reading, writing, communication and personal, social and emotional development. Daily opportunities for independent and adult supported writing contribute to children's excellent progress. During the inspection, children in the role-play area were pretending to be King Harold and William the Conqueror. They were keen to show the inspector their writing about the Battle of Hastings and demonstrated a good knowledge of this historical event. Many children had written several sentences, inspired by their recent river boat trip along the River Thames, where they had seen the White Tower, built by William the Conqueror.
- Both the indoor provision and the outdoor provision on the rooftop garden stimulate children's interest. A well-chosen range of activities holds their attention and enables them to concentrate for extended periods of time. They enjoy all aspects of learning and are curious learners with a thirst for knowledge. This helps them to gain the skills they need for the next stages of learning.
- Three simple rules promote good behaviour. Children understand the rules and follow them diligently. They know that following the rules helps them to learn and keeps them safe. Children are learning to assess and manage risk for themselves. One child who was naming the vegetables and flowers in the roof top garden noticed that the peas looked ready to eat. She picked one, but checked first with the teacher that it was safe to consume.
- Outstanding leadership and teaching in the early years ensure a safe and stimulating environment is provided, where children are able to learn and grow effectively. Children are well prepared for Year 1.

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	139898
Local authority	Westminster
Inspection number	450179

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

Type of school	Primary
School category	Academy free school
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Lady Caroline Nash
Headteacher	Kelly Luen
Date of previous school inspection	Not previously inspected
Telephone number	020 7802 1909
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