

The Fulham Boys School

Mund Street, Gibbs Green, London W14 9LY

Inspection dates

3–4 May 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher, senior leaders and governors promote a highly aspirational vision of a school committed to achieving academic excellence for all its pupils.
- Pupils demonstrate a strong commitment to their learning in the classroom and take every opportunity to pursue their personal development.
- The Christian values of the school are clear in every aspect of this inclusive school. Pupils of all faiths demonstrate tolerance and respect.
- The curriculum is strongly academic. An extended day allows opportunity to further stretch the most able, offer additional support where needed and build enterprise skills. As a result, boys receive excellent preparation for later stages of their lives.
- Teachers skilfully plan and structure lessons which enable pupils to achieve well. In the main, teachers' high expectations of pupils' work generate strong progress, particularly for the most able. However, expectations are not yet consistent for all pupils, particularly lower-ability disadvantaged pupils. Work in their books demonstrates less rapid progress.
- Middle leaders know the boys well, both academically and pastorally. As a consequence, interventions are swift and effective to ensure no pupil slips through the net.
- Governors are open and honest in their work. They visit the school regularly and are known by staff and pupils. However, their review of policies and additional funding is not rigorous enough.
- Pupils' academic progress is strong, particularly for the most able and those who speak English as an additional language. School leaders are still developing their analysis of performance information so that it can be used consistently well to track pupils' progress.
- The behaviour of pupils both in lessons and around the school site is excellent. The boys are polite and well mannered in their interactions with visitors, staff and each other.
- Safeguarding is effective. Leaders have ensured that pupils' safety and well-being are at the heart of everything they do.

Full report

What does the school need to do to improve further?

- Ensure greater clarity in leaders' analysis and communication of pupil performance information to ensure strong rates of progress for all pupil groups.
- Ensure that teachers' expectations of pupils' work are consistent so that lower-ability pupils, including those who are disadvantaged, make the same high rates of progress as the most able.
- Ensure that the governing body reviews policies regularly and evaluates the use of additional funding more robustly.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has created a school which aims to achieve academic and personal excellence for all. His senior leadership team and committed staff share his determination to provide the very best education for all pupils.
- A culture of high expectation is not only present in classrooms, but in every aspect of the school. Staff and pupils share a commitment to do their very best.
- The core curriculum is academically strong. Through an extended day, pupils are able to study a range of additional subjects such as Latin, coding and personal enterprise.
- The social, moral, spiritual and cultural development of pupils pervades all aspects of the school. The work of the school chaplain reaffirms the Christian values through his spiritual and moral leadership. Pupils are able to explore and challenge their faith and what it means in relation to life in modern Britain. The ethos is inclusive of all faiths and for those who have no faith.
- Middle leaders share a commitment to the well-being, as well as the academic performance, of the boys. In-depth knowledge of the pupils ensures high-quality pastoral and academic care. The special educational needs coordinator ensures that the additional funding effectively supports those pupils who have special educational needs and/or disabilities.
- Despite the strong promotion of excellence, evaluation of the school's work is not yet rigorous. Analysis, presentation and communication of performance and test information require sharper focus.
- The leadership of teaching in the school is a strength. The deputy headteacher responsible for teaching ensures that staff are accountable through their teaching for the progress of all pupils. There is an extensive coaching programme and staff collaborate to share best practice.
- Staff are very proud to work at the school and are fully committed to the aspirational ethos. They recognise the strong support from senior leaders in the development of their teaching and in recognition of their personal well-being.
- Additional funding for the pupil premium and the Year 7 catch-up premium is used effectively to support pupils in the classroom and allow them to take part in additional activities.

Governance of the school

- Governors share the aspirational vision of the headteacher and work effectively to ensure that pupils have a well-rounded education. Governors use their experience and skills to ensure pupils have a breadth of opportunity to learn about future careers. For example, people who have achieved highly in their careers are frequent visitors to the school.
- Governors demonstrate a deep commitment to the school through their regular visits and membership of committees. Increasingly, they are asking searching questions to

ensure effective evaluation of provision.

- Governors are aware that they now need to execute all their responsibilities with the same level of commitment. On occasion they have not been sharp enough in their challenge to senior leaders, or in their attention to detail regarding school policies.

Safeguarding

- The arrangements for safeguarding are effective.
- Practices and procedures within the school are in place to ensure the safety of the pupils. Where referrals are required as a result of a concern raised, swift action is taken to involve external agencies. Records show that appropriate follow-up in relation to referrals takes place.
- All required pre-employment checks on staff and volunteers are undertaken and personnel files are kept in good order. Regular training for staff takes place on what to look out for in relation to risks to pupils. Staff receive and sign for relevant documentation. There is agreement from pupils, parents and staff that the culture of safeguarding threads through all aspects of the school.

Quality of teaching, learning and assessment

Good

- Teachers know their pupils very well. They use their detailed knowledge of individual pupils' strengths and weaknesses to plan effective lessons and ensure that most pupils make good progress from their starting points. For example, a Year 7 modern foreign language class were able to conduct their learning entirely in French.
- Questioning is a strength. Teachers use their strong subject knowledge to question pupils of all abilities effectively. However, pupils do not routinely embed and reflect on their learning.
- Teachers apply the school's assessment policy consistently. Books show that pupils routinely improve their work as a result of subject-specific feedback. Mistakes are not repeated and the feedback generates good progress.
- Staff are consistent in their high expectations of pupils' behaviour. Boys arrive promptly to lessons and settle quickly to their work. Typically, classrooms are calm, purposeful and free from disruptive behaviour. Working relationships are strong and the pupils are willing learners.
- Training and good use of learning support assistants ensure that pupils who have special educational needs and/or disabilities receive effective support in class. The extended day involves intensive additional programmes which allow pupils more time to develop their learning. Consequently, the progress of pupils who have special educational needs and/or disabilities is in line with, and at times exceeds, that of their peers.
- Pupils are encouraged to read broadly and do so with enthusiasm. A pupil spoke excitedly about the book on the First World War that he was reading as a result of having his interest ignited in a history lesson. Inspectors found that some pupils would benefit from greater guidance in the books they read to ensure they are suitably

challenging.

- Homework is integral to the learning of every pupil. Expectations regarding homework completion are as high as they are for classwork. Pupils report that they value the importance given to homework. Inclusive access to a laptop or desktop computer enables all pupils to complete work set.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils know and embody the concepts of tolerance and respect, which pervade every aspect of the school's work. Debate and discussion are encouraged through an active Christian Union, which the pupils told inspectors they value very much.
- The school's leaders put the care and development of the pupils at its core. As one parent stated in response to the Ofsted survey: 'In Fulham Boys School, my son has not only excelled academically, but he is growing into a well-rounded young man.' This reflects the many positive views held by parents.
- Pupils feel safe in school. They know who to report any concerns to and are clear that staff deal promptly with any rare occurrence of bullying. Pupils have been taught how to keep themselves safe online and when out in the local community. As an example, they described an incident where teachers ensured that a local gang did not intimidate a pupil.

Behaviour

- The behaviour of pupils is outstanding.
- Boys live and breathe good manners and courtesy. Leaders demand the highest standards from themselves, staff and pupils. Boundaries are very clear and there is an unwavering expectation that all pupils will follow the school rules. Typically, they do.
- Behaviour in lessons is exemplary. Pupils have excellent attitudes to learning. Through the mixed-age form group structure, older pupils model exemplary standards of behaviour to younger pupils.
- Despite the internal and external restrictions on space, the boys behave well to ensure a calm and safe environment.
- Leaders are meticulous in their attention to pupils' attendance; they make every effort to ensure that each pupil benefits from the maximum learning time. Overall attendance is in line with national average and persistent absence has dropped to below the national average.

Outcomes for pupils

Good

- The school's pupil performance information indicates that most pupils make good progress from their starting points, particularly in English, mathematics and science. This results from an ethos which promotes academic achievement. Carefully planned lessons meet the needs of individual pupils.
- Pupils who speak English as an additional language make particularly swift progress, as do pupils who have special educational needs and/disabilities. Pupils receive strong support both in class and through a range of additional subject-based classes.
- The school has compelling assessment information to indicate that the most able pupils make excellent progress. Pupil performance information is less clear on the progress of middle- and lower-ability pupils. Scrutiny of work by inspectors showed that lower-ability disadvantaged pupils make less progress than their peers.
- Work in the majority of pupils' books demonstrates strong progress. The most able pupils and those who speak English as an additional language make exceptional progress from their starting points. However, for some pupils, particularly for the lower-ability disadvantaged pupils, work in books indicates that expectations are not consistently high. As a result these pupils do not demonstrate as much progress as their peers.
- The key stage 3 curriculum, which prepares pupils well for the demands of GCSE, supports the good progress made by the majority of pupils. Pupils are showing that they are on track to achieve well by the end of key stage 4.
- Pupils are aspirational for their future. They are encouraged to be enterprising and independent through a range of activities both in school and in the wider community. Highly successful men and women from the world of business, politics and education are frequent visitors. Boys spoke enthusiastically to inspectors about recent visits to both Cambridge and Oxford Universities.

School details

Unique reference number	141135
Local authority	Hammersmith and Fulham
Inspection number	10030933

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

Type of school	Secondary
School category	Academy free school
Age range of pupils	11 to 18
Gender of pupils	Boys
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Alexander Wade
Headteacher	Alun Ebenezer
Telephone number	020 7381 7100
Website	http://www.fulhamboysschool.org/
Email address	info@fulhamboysschool.org
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website. The school complies with Department for Education guidance on what academies should publish.
- Currently, the school is much smaller than the average secondary school. It is growing each year and will have additional space available in September 2017.
- The proportion of pupils known to be eligible for free school meals is high.
- The proportion of pupils who speak English as an additional language is slightly above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The school does not use alternative provision.

Information about this inspection

- Inspectors observed learning across a range of lessons in Years 7 to 9.
- Pupils' work from a range of subjects was looked at.
- Inspectors listened to pupils from Year 7 read.
- Inspectors observed behaviour at break and lunchtime and spoke with pupils informally.
- Meetings were held with senior leaders, governors, middle leaders, new staff and pupils.
- Inspectors scrutinised pupils' work, school documentation relating to school evaluation and improvement, school assessment information, governors' minutes, external reports and information about attendance and behaviour.
- Staff recruitment and personnel records were checked. Inspectors also looked at case studies, together with policies and procedures related to safeguarding.
- Inspectors considered 143 parent responses to Ofsted's online survey, Parent View, 35 responses from staff and 73 responses from pupils.

Inspection team

Carolyn Dickinson, lead inspector

Her Majesty's Inspector

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Ofsted Inspector

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