

Earlsfield Primary School

Inspection report

Unique Reference Number	101005
Local Authority	Wandsworth
Inspection number	276439
Inspection dates	9–10 October 2006
Reporting inspector	Marianne Harris

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 on roll	
School	417
Appropriate authority	The governing body
Chair	Mr Len Saker
Headteacher	Mr S Trow
Date of previous school inspection	15 January 2001
School address	Tranmere Road London SW18 3QQ
Telephone number	02089465452
Fax number	02088793719

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Earlsfield is a larger than average inner city primary school with a very socially and ethnically diverse intake. The proportion of pupils with learning difficulties and disabilities is above average, as is the numbers who are eligible for free school meals. The proportion of pupils who are learning English as an additional language is three times the national figure, with a high number at an early stage of English acquisition. In 2004 the school took in many pupils due to a local school closure. Two members of the senior management are new in post this term.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Earlsfield provides a good standard of education where all are welcomed, valued and able to do their best. Parents know that their children make good progress and are overwhelmingly supportive of the staff and their work. The headteacher has been very successful in creating a school that is committed to raising standards. He is ably supported by the senior management team. Much has been done to ensure that all pupils settle into school, make good progress and achieve well to reach nationally average standards. Children in the Foundation Stage make a good start to their education because teaching and learning are good. Many start school with below average attainment, although a small number are more able. Many do not reach the expected goals for their learning, especially in communication, language and literacy; because some are at an early stage of learning English and some have speech and language difficulties. However, they make good progress, especially in their social and emotional development. By the end of Year 2, standards are a little below average, but pupils achieve well because teachers make sure they are given good basic skills and that they are positive about learning. By the end of Year 6, standards are broadly in line with the national average and the number of pupils who reach higher levels in national tests is rising fast. Staff have accurately identified where weaknesses lie and much work has been carried out to raise standards. There has been great success in improving spelling and in promoting mental calculations in mathematics. Pupils know what they have to do to improve their work and standards are rising.

Leadership and management are good. Teaching and learning are effectively monitored so that they are consistently good across the school, with some outstanding examples seen. Lessons are lively and really encourage all pupils to take part, whatever their ability. The new management team has got off to a flying start. They have an accurate view of where the school's strengths lie and where improvements need to be made. Issues from the last inspection have been tackled effectively, although attendance remains below average. Despite the school's best efforts there are still too many parents who keep their children off for trivial reasons. The governing body is very supportive of the school's work, and has collaborated closely with the head to improve the building following the large increase in numbers. However, they are not all actively involved in holding the school to account.

Pupils enjoy coming to school and speak highly of all the extra provision there is. One child said that she found out things she was good at because of the after school clubs. Pupils' personal development is good and consequently all pupils feel that they have a voice in the running of the school and they feel safe. The care, guidance and support that staff give pupils are outstanding and have a significant impact on their progress. Consequently, pupils know what they have to do to improve their work and strive to reach higher standards. The progress that each pupil makes is tracked effectively and very good support is given so that they make good progress. Pupils know that any adult will sort out problems in a sensitive way. Pupils with learning difficulties and disabilities, and those who are learning English as an additional language, are quickly assessed and are given good support so that they can achieve well. All staff are committed to raising pupils' achievement and, as a result of their successful track record; the school demonstrates a good capacity to improve further.

What the school should do to improve further

- * Improve pupils' rate of attendance.
- * Ensure that all governors hold the school to account for every aspect of its work.

Achievement and standards

Grade: 2

Although a number of children begin school with below average attainment all achieve well. Children in the Foundation Stage make good progress towards the expected goals for their learning, and this good progress continues throughout their time in school. By the end of Year 2 standards in national tests are a little below average and are rising. By the end of Year 6, results in national tests are broadly in line with the national average and an appropriate number of more able pupils reach the higher levels. Pupils with learning difficulties and disabilities, or who are learning English as an additional language make good progress because they are supported well in class. The large number of pupils who joined the school after the local closure makes good progress because they settled into school quickly and swiftly made good gains in their learning. The school recognises the need to raise standards further in Key Stage 1 and the school's own tracking system indicates that the promotion of basic skills is beginning to have a positive impact.

Personal development and well-being

Grade: 2

The school nurtures and encourages pupils so that they grow in confidence and develop good personal and social skills. Good spiritual, moral, social and cultural development enables them to respect others and understand and value different traditions and beliefs. Pupils enjoy everything that the school has to offer. Nevertheless, despite the school's best efforts attendance remains below average.

Pupils are considerate, thoughtful and behave well. They say that bullying is not a problem because staff listen to them and are swift to act when difficulties arise. Pupils are proud of the school council's actions to improve toilet and playground facilities. As one commented, 'It's nice to know it's not just adults in charge.'

Pupils make good progress in acquiring skills in English, mathematics and information and communication technology (ICT) in order to be successful now and in the future. They have a really good understanding of how to lead healthy lives and keep safe. They eat sensibly and take plenty of physical exercise. Pupils know that 'If you don't exercise you have poor circulation, your joints get stiff and you will have back problems.' Pupils are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good and this ensures that pupils make good progress and achieve well. Teachers devise interesting activities that really engage and motivate pupils. For example, in a Year 4 history lesson pupils enthusiastically adopted different roles and tried to persuade Henry VIII not to close their monastery! Teachers enjoy excellent relationships with pupils and have high expectations of their work and behaviour. As a result, pupils apply themselves well and have very positive attitudes to learning. Teachers plan effectively to meet the diverse needs of the pupils in their classes. They have an effective partnership with teaching assistants who make an important contribution to the quality of education, particularly for pupils with learning difficulties and disabilities and those who are learning English. Teachers

make the purpose of lessons very clear to pupils and give them very good guidance through marking and feedback on how they might improve their work. Pupils are increasingly involved in reviewing their own work. Occasionally, introductions to lessons are too long and pupils do not have sufficient opportunities to contribute and to consolidate their learning.

Curriculum and other activities

Grade: 2

The school's curriculum is good because it engages pupils well in their learning and promotes enjoyment of a broad range of subjects. Provision for basic skills is good and has resulted in pupils achieving well. Improved standards in national tests in 2006 demonstrate the success of grouping of pupils by ability in English and mathematics in Year 6. The planning for pupils' personal and social education is good. Strong links with a local independent school enhances the curriculum and effective links with local secondary schools brings a wealth of resources and expertise to the teaching of ICT. A well planned curriculum in the Foundation Stage provides exciting and practical opportunities which allow children to become confident learners. The wide range of clubs after school is over-subscribed. The school has made a good start in exploring ways of enriching the curriculum by providing theme weeks, such as Black History Month and acknowledges that a more topic based approach to learning is needed to draw upon the wide cultural diversity that exists within the school.

Care, guidance and support

Grade: 1

The supportive and caring ethos of the school ensures that pupils' personal development and well-being are at the heart of the school's work. It also creates confident learners who achieve well. Pupils' personal and academic development is monitored very closely and very good assessment systems ensure that pupils achieve as well as they can in most aspects of their learning. The school has close liaison with a wide range of outside agencies to help them meet the needs of their children. The school enjoys an excellent partnership with parents and one commented 'I cannot praise the school highly enough for the education and care that has been given to my children.'

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has established a clear vision for the school, which is shared by all staff. The school welcomes children and their families from a wide variety of backgrounds and is committed to ensuring that they all do as well as they can. A very good ethos for learning has been established and pupils new to the school are well supported so that they soon settle in and achieve well.

The headteacher and the senior management team have a clear view of the school's strengths and take effective steps to remedy weaknesses where they are identified. For example, the 2005 tests highlighted weaknesses in spelling and mental mathematics. As a result of an intensive focus, such as weekly spelling and concentrated mental mathematics sessions, on these areas last year, pupils' performance was much improved in 2006.

Teaching and learning is monitored rigorously and results in very consistent teaching throughout the school. Pupils' progress is tracked carefully and, as a result, challenging, but achievable,

targets for improvement are set and met. Governors are very supportive and have been very active in securing Improvements to the premises following the expansion of the school. However, they do not challenge the school sufficiently about standards and the quality of education.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us into your school recently and helping us to learn all about your work. I am now writing to you to tell you what we found out and what we have told your teachers.

You told us that you really enjoy coming to school and that you think learning is fun. We agree with you and thought that your teachers do all they can to help you learn, whatever class you are in. You are all well behaved and concentrate hard in lessons and that means that you all make good progress. Many of you told us that all of the adults in school help you and sort out any problems you have. We were very impressed with how much you know about how to keep healthy and look after yourselves so that you are safe. However, some of you do not always come to school regularly and we have asked your teachers to work closely with your parents to make sure that you all attend every day, unless there is a good reason not to.

We know that your headteacher and teachers works very hard to make sure that you all do as well as you can. Many of you told us that you especially liked all the different clubs and trips that are organised by the school. Your parents told us that they think you all make good progress and are well cared for. We spoke to the governors and they think that you all work hard. We have asked them to take a more active role in keeping a check on how well you are doing and seeing if there is anything else that needs to be done.

Once again thank you for all your help and I wish you good luck in the future.

Marianne Harris

Lead inspector