



East Sheen Primary School

Inspection Report

Better
education
and care

Unique Reference Number	102885
LEA	Richmond Upon Thames LEA
Inspection number	276788
Inspection dates	6 December 2005 to 7 December 2005
Reporting inspector	Gordon Ewing AI

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

Type of school	Primary	School address	Upper Richmond Road West
School category	Community		London
Age range of pupils	4 to 11		SW14 8ED
Gender of pupils	Mixed	Telephone number	020 8876 7484
Number on roll	393	Fax number	020 8878 8451
Appropriate authority	The governing body	Chair of governors	Raz Khan
Date of previous inspection	18 January 2000	Headteacher	David Ford

Age group 4 to 11	Inspection dates 6 December 2005 - 7 December 2005	Inspection number 276788
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is larger than average. Pupils' ages range from 4 to 11 years with more boys than girls overall. Around 60% of pupils are from White British backgrounds, 18% other white backgrounds and 20% from Asian, Black African, Black Caribbean, European and mixed race heritages. 6 pupils are identified as at the early stages of learning to speak English. The number of pupils with special educational needs is low. Pupil mobility is low and the percentage of pupils known to be entitled to free school meals is below the national average. School data shows that pupils come from a broad range of social backgrounds. Attendance matches the national average and unauthorized absence is very low. The school has gained a range of national awards including Healthy Schools, Active Mark and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils make good progress. Inspectors agree with the school's judgements of its own performance. By Year 6, pupils attain above average standards in the national tests in English, mathematics and science. In the Foundation Stage, the children receive a good start to their education and they achieve well. The curriculum is good and offers the pupils many rich and stimulating experiences. External agencies are used effectively to enhance pupils' learning and support their personal development. The school cares for and guides its pupils well and enables them to develop a good understanding of how to keep healthy and safe. Attendance is good. Pupils behave well and have positive attitudes to learning. Parents express strong support for the school. Teaching and learning are good across the school. To build on this success, the school has plans to involve pupils more in understanding and evaluating how well they are doing and in developing their skills as independent learners. The leadership and management of the school are good. The headteacher and the leadership team have particular strengths. They have a clear understanding of the school's strengths and weaknesses and of the actions required to bring about further improvement. Good progress has been made with all of the key issues raised at the previous inspection. The impact of recent initiatives, combined with the support of the very effective governing body, demonstrate that the school is well placed to improve. The school provides good value for money.

What the school should do to improve further

- * involve pupils more in understanding and evaluating how well they are doing and how they can improve
- * improve pupils' independent learning skills

Achievement and standards

Grade: 2

Children enter school with skills that are those expected for their age. They make a strong start in the Reception classes, particularly in literacy and numeracy, and with their personal, social and emotional development. By the end of Year 2 they achieve above the national average in reading, writing and mathematics. Overall standards in Year 6 are above average and have been so for several years. Year 6 pupils attain well above average standards in English. Though less strong, pupils also achieve above average standards in mathematics and science. Progress in English, mathematics and science from Year 3 to Year 6 is consistently good. Pupils with learning difficulties make good progress because of the targeted support they receive. They have access to a rich, interesting, curriculum which helps them to achieve well. Pupils at the early stages of learning to speak English make effective progress as they move through the school. High attaining pupils make consistently good progress and pupils with particular talents in sport, music, art and drama achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils like school and are keen to take an active part in the school community. They have good attitudes to their learning and work hard. Pupils respond well to the school's good provision for their spiritual, moral, social and cultural development. Behaviour is good and pupils have a clear sense of right and wrong. Pupils make the most of personal, social and health education lessons, when they can discuss interesting and thought provoking issues. Influenced by Martin Luther King's dream speech, one pupil wrote 'I have a dream that poor people get respect.' However, planning for this aspect of pupils' development is not systematic. Pupils form good relationships and play and work together sociably. They help each other in lessons and Year 6 pupils give sensitive support to younger children through the 'buddy' system. They show respect for each other and the adults in the school. They appreciate teachers' efforts to make lessons interesting and enjoyable. The School Council contributes well to the school community and was instrumental in the decision to introduce the healthy mid-morning snack. Pupils are proud of their successful efforts to raise money for the Tsunami Fund. Pupils greatly enjoy taking part in cultural events such as the annual Christmas performances. They understand how to keep safe and how to respond to high risk situations. Pupils recognise the importance of having a healthy lifestyle and taking physical exercise.

Quality of provision

Teaching and learning

Grade: 2

The evidence from pupils' work and lesson observations shows that the teaching is good. Teachers have consistent classroom routines which promote good behaviour. Pupils feel secure and confident enough to 'have a go' and risk making mistakes. From the foundation stage onwards, teachers work hard to develop pupils' literacy and numeracy skills and, as a result, pupils make good progress. Good lessons are lively and the good range of activities develops pupils' knowledge and understanding well. Pupils are sometimes encouraged to be independent and take responsibility for their learning but this is not consistent in all lessons. Occasionally, pupils were confused because teachers' instructions were not clear enough. This meant they took longer to understand what they should be doing and their progress, though satisfactory, was slower. Regular assessment gives teachers good information about pupils' progress. This information is used to set annual targets for pupils and to plan appropriate lessons. Day-to-day marking, though regular, does not always give pupils enough guidance on how to improve their work and they are not involved enough in assessing their own progress and setting personal targets. Throughout the school, teachers quickly identify pupils with learning difficulties and provide effective support. Teaching assistants give good support to individual pupils and groups.

Curriculum and other activities

Grade: 2

Pupils enjoy a broad and interesting range of work. The reception classes are stimulating places which encourage the younger children to learn well. In all year groups teachers plan well to meet the needs of all pupils and prepare them well for the next stage of their education. The school meets the requirements of the National Curriculum and pupils are taught French through a good link with a local secondary school. Information and communication technology (ICT) is used effectively in lessons to support work in many subjects. The curriculum is enriched by a good range of visits to places of interest. Art, music, drama and sport all feature strongly both during and outside the school day and these contribute well to pupils' spiritual, moral, social and cultural development. Subjects are adequately resourced, but many books are shabby and in need of replacement. The school is inadequately resourced for experimental work in science. Parents generously support the school to provide ICT equipment and other resources.

Care, guidance and support

Grade: 2

Pupils receive good care and guidance and staff are concerned for the pupils' well being. Day to day routines ensure that pupils are safe and well cared for. Pupils learn how to take care of themselves and healthy lifestyles are promoted very well through the curriculum. Pupils fully understand the school's expectations for behaviour and believe they are treated fairly. All requirements for child protection are met and all staff know and understand the procedures. The building is systematically checked and risk assessments carried out to ensure pupils' safety during all school-related activities. Pupils value the safe and caring atmosphere of the school. Systems for tracking pupils' progress are good but pupils are not given enough guidance on how they can improve. The school's support for pupils with physical disabilities and with special educational needs is good.

Leadership and management

Grade: 2

The head teacher and senior leadership team, have a clear vision for school improvement. This is shared with staff and governors, who are fully involved in planning and monitoring activities. A strong sense of teamwork pervades the school. As a result, the school's capacity to improve is good. The analysis of data, and subsequent action, is very effective and contributes positively to the pupils' good levels of achievement. However, the involvement of pupils in assessing their own progress is under-developed. The Foundation Stage is very well led and managed and this contributes to the pupils' good achievement in these classes. Subject leaders have a good awareness of strengths and weaknesses in their subjects. They support staff well in implementing new initiatives, for example, in ICT. They observe lessons and analyse pupils' work, but have limited impact on ensuring that the quality of feedback to pupils is effective or that pupils are guided in knowing how to improve their

learning. Governors fulfil their statutory duties and carry out their responsibilities very effectively. They are closely involved in all aspects of school development, such as in monitoring the developments taking place in assessment. They provide effective support and challenge to the school's leadership. The school is successful in ensuring that all pupils have equal opportunities to develop within a safe and secure environment. The school works effectively to fully involve parents, who are very supportive of their children's education.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You will remember that we visited your school recently for two days. I am writing, on behalf of the inspectors, to tell you what we found out about your school. We talked to some of you, and we would like to thank you for making us feel welcome and for talking to us about your school. It was very helpful to listen to what you had to say about what you enjoy and how well you are learning.

The things we think are good about your school are: * The good progress you make through the school and the above average results you achieve in the national tests in Year 2 and Year 6. * The school is well led by Mr Ford and his staff and they work hard to make it even better for you. * Your school provides you with lots of very interesting things to do, including after-school clubs, concerts and sports fixtures. * The adults in school look after you and help and support you as you grow. You told us that you feel safe and happy in school and that you know the adults will always help you if you are upset or worried. * This is a happy school and your parents and carers speak very well of it.

We think your school could be even better if your teachers: * encouraged you to be more independent in your learning and gave you more advice on how you could improve your work. We are confident that you will continue to enjoy your school and that you will help your teachers as much as you can.