



# Fulham Primary School

## Inspection Report

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**Unique Reference Number** 100329  
**Local Authority** Hammersmith and Fulham  
**Inspection number** 285769  
**Inspection dates** 2–3 November 2006  
**Reporting inspector** Jane Chesterfield

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

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<b>Type of school</b>	Primary	<b>School address</b>	Halford Road
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3–11		SW6 1JU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02073850535
<b>Number on roll (school)</b>	350	<b>Fax number</b>	02073814907
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Marie Thomas
		<b>Headteacher</b>	Ms Azita Horwood
<b>Date of previous school inspection</b>	12 November 2001		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. It serves an area made up of owner-occupied, privately rented and local authority housing, including temporary bed and breakfast accommodation. Three out of four pupils are eligible for free school meals. The proportion of pupils with learning difficulties or disabilities is well above average. Most pupils are from minority ethnic groups, and more than half are learning English as an additional language. These figures are very high compared with the national picture. Forty-three different languages are spoken in the school. There are considerably more boys than girls on roll. Pupil mobility is much higher than average. A significant minority of pupils are asylum seekers or refugees. The headteacher has been in her current post since April 2006 and was previously the deputy.

## 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 with some outstanding features. Parents are very happy with what the school offers their children. One commented that, 'School staff have been very helpful and understanding,' while another said, 'The school has very highly skilled, caring and committed teachers that put their pupils first.' The key to the school's success is the way in which it wholeheartedly embraces the belief that every child matters. It does its best to meet the needs of each individual, despite the ever changing profile of the pupil population. Excellent systems for pupils' care and outstanding links with other agencies enable pupils to settle quickly whenever they join the school. Improvements in the use of assessment and tracking information since the last inspection mean that help can be swiftly targeted at pupils' particular needs. It also ensures that those with learning difficulties and those learning English are well supported.

In this secure environment pupils feel safe and ready to learn. Although most enter the Foundation Stage with very low levels of skills, they make good progress and reach standards which are just below national standards by the time they reach the age of five. They continue to achieve well in Key Stage 1. Standards at the end of Key Stage 2 are below national levels because pupils' difficulties with language become more apparent in their attainment in writing and mathematics. Trends in attainment are hard to identify because of the unusually high levels of mobility throughout the school. However, most pupils make good progress compared with their starting point, resulting in good achievement across the school. Good teaching geared to pupils' language needs helps them learn well, and a well-planned curriculum helps bridge any gaps in pupils' previous learning and provides them with a wealth of new experiences.

Pupils thoroughly enjoy what the school has to offer them, and hate to miss any of it. Their attendance, however, is unsatisfactory, as too many families fail to ensure that their children come to school regularly or on time. The school does all it can to improve attendance and has achieved some remarkable success with individuals, but pupil mobility means that this is a never-ending problem.

The relentless drive to maintain and improve standards and quality in the school stems from the good leadership and management. The new headteacher, ably supported by the deputy, provides creative and dynamic leadership, and has established excellent systems for managing and monitoring the work of the school. These are already beginning to have an impact on pupils' learning. The quality of the school's self-evaluation is excellent, showing that senior staff have a clear perception of the school's strengths and weaknesses and what it needs to do to become better. In light of this, and of the improvements since the last inspection, the school has a good capacity for future improvement.

### What the school should do to improve further

- Improve standards in writing and in mathematics
- Work closely with parents to improve attendance and punctuality.

## Achievement and standards

### Grade: 2

From a very low starting point when they come into Nursery, children do well in the Foundation Stage so that when they leave their personal and social development is in line with what is expected for their age. They are below expectations in their mathematical development and well below in literacy skills, because so many are new to learning English or have particular learning difficulties. Their work shows that individuals make good progress in English and mathematics in Key Stage 1, and good provision for gifted and talented children means that the number of pupils attaining the higher levels is above average. Standards in writing and mathematics are not high enough in Key Stage 2, because for many pupils their limited command of English inhibits the standards they reach. This becomes more noticeable as they move through Key Stage 2. Lack of a wide and varied vocabulary and of a secure knowledge of sentence structure has an impact on pupils' ability to write at length. It also means that pupils have difficulty grasping ideas in mathematics, because they do not understand the language surrounding these concepts. The school has identified the need to improve standards in these areas.

## Personal development and well-being

### Grade: 2

Pupils very much enjoy being at this school. Their personal development and well-being are good with some significant strengths. They behave responsibly and work well together in a purposeful atmosphere which parents value. Lunch times and playtimes are sociable occasions when pupils play together amicably. The racial harmony is outstanding. Pupils feel that the school is a safe place and know that they can talk to staff if they have any personal concerns. Pupils are fully involved in the school through the 'buddy' system and the school council. Pupils' understanding of the importance of healthy eating is outstanding. They make healthy choices for lunches and happily buy fruit from the tuck shop. Pupils very much enjoy their learning and make good progress in literacy, numeracy and information and communications technology (ICT) which prepares them well for the future.

Pupils' spiritual, moral, social and cultural development is good. Assemblies, religious education (RE) lessons, and personal, social and health education lessons provide good opportunities for pupils to discuss issues which help them to become good citizens and learn about different religions and cultures. In a Year 4 RE lesson, one pupil observed that being tolerant of other religions would help him get a better job, because he would find it easier to get on with people. Attendance figures remain below average despite the school making every effort to remind parents the importance of attending school and not taking long holidays during term times.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning throughout the school are good overall, because most teachers have a clear understanding of their pupils and plan their work to meet the wide range of needs in every class. Teachers are intent on improving their pupils' language skills and use methods which are well targeted to do this. Interactive whiteboards and other visual aids are used well to capture and keep pupils' attention; teaching assistants offer unobtrusive, focused support where it is most needed, and teachers expect, and achieve, high standards of behaviour. Marking is good, boosting the confidence of the least able pupils, and challenging and stretching the most able.

### Curriculum and other activities

#### Grade: 2

The curriculum is good with an outstanding range of additional activities. The school ensures that all pupils have the chance to enjoy a wide range of opportunities including clubs and extra tuition, special events such as international week and science week, and visits, for example to art galleries and museums. Such positive experiences contribute well to pupils' personal development. During safety week pupils learn about how to take care of themselves, and promoting healthy eating and lifestyles is a key strength. The curriculum meets the needs of all pupils well, from the Foundation Stage through to the end of Key Stage 2. Provision for ICT, design and technology and history has improved significantly since the last inspection. The recent link with the Creative Partnership is an exciting new initiative, designed to increase creativity across the curriculum and typical of the school's desire to improve and enrich what it offers its pupils.

### Care, guidance and support

#### Grade: 2

The quality of care for pupils is outstanding, and academic guidance and support are good. Vulnerable pupils at risk are very sensitively supported. Links with specialist agencies are excellent, and are used effectively to help pupils with behavioural and emotional needs and with learning difficulties. This is having a positive impact across the school. Pupils whose first language is not English are well supported and consequently they make good progress. Arrangements for safeguarding pupils are excellent. Checks on staff are carried out promptly, risk assessment is rigorous and child protection procedures are firmly established, with all staff having received training. Pupils are given a voice in the school through the democratically elected school council. This and the 'buddy' system prepare pupils very well for active citizenship.

Academic guidance is good. Pupils' needs are identified and good support is provided through targeted programmes for reading recovery and literacy and additional help in class. Teachers make good use of assessment to plan new work. The tracking of

pupils' progress and the setting of targets to improve their achievement are used well to support individuals in their learning.

## **Leadership and management**

### **Grade: 2**

The new headteacher is focussed on improving standards for all pupils and so the commitment of the school to equal opportunities is outstanding. Her initiatives are already beginning to have an impact on the work of the school. She has introduced imaginative management team structures which empower middle managers to lead their curriculum areas. This has already resulted in staff developing their confidence, expertise and involvement in school improvement. There is a great sense of teamwork and good opportunities for professional development which mean that staff turnover is low. The excellent new monitoring cycle effectively links assessment and tracking of pupils with planning and development of the curriculum, and is already highlighting areas for improvement in the classroom. Governors have a clear understanding of the strengths and weaknesses of the school and fulfil their duties well.

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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	4
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
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

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so helpful and friendly when we visited your school. We really enjoyed meeting and talking to you. We agree with you and your parents that Fulham Primary is a good school and we know you enjoy going there very much indeed. You are doing well in your work, because your teachers have got to know you well and know how to give you work which is right for you. This means that you can get on with it and learn new things. Your lessons are interesting, and you are very lucky to have such a great range of clubs and activities available outside lesson time.

We were impressed with your behaviour in class and in the playground, and we thought that those of you who help the school and other people, like the buddies and the school councillors, are doing a good job. The staff take excellent care of you and those of you who need extra help are well supported, so that everyone has the chance to do their best.

Ms Horwood and her staff run the school well and know how to make it even better in future. We have agreed that the school is going to help you all to do as well as you can in your writing and maths. This will mean learning more words to help you write down your ideas in English and to help you understand more ideas in maths. We have also agreed that the staff will work closely with your families to make sure that you are not absent or late. You can help by reminding your families that you should only miss school if you are ill.

Well done to you all and best wishes for the future,

Jane Chesterfield Lead inspector