

New King's Primary School

Inspection report

Unique Reference Number	100330
Local Authority	Hammersmith and Fulham
Inspection number	285770
Inspection dates	27–28 March 2007
Reporting inspector	Mike Thompson

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	196
Appropriate authority	The governing body
Chair	Mr Andrew Fenwick
Headteacher	Mr David Block
Date of previous school inspection	15 October 2001
School address	New King's Road Fulham London SW6 4LY
Telephone number	020 7736 2318
Fax number	020 7371 0625

Age group	3–11
Inspection dates	27–28 March 2007
Inspection number	285770

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

New King's Primary is smaller than average. Although located within a prosperous part of London, the home circumstances of the pupils are less advantaged and almost all are from local authority housing. Twenty different languages are represented in the school. Pupils of White British heritage comprise the largest of these groups, but account for only a third of the number on roll. The proportion of pupils with learning difficulties and disabilities is above average. Almost a third of the pupils are in the early stages of learning to communicate in English. Pupil mobility is above average. Until recently, there has been a high turnover of teaching staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

New King's Primary is a good school with some outstanding features. Its pupils thrive within a safe and caring environment. Parents agree. Inspection questionnaires relating to about a third of the pupils were returned, and almost all of these were overwhelmingly positive. One sums up the views expressed in many others when noting, 'The staff should be congratulated for the caring environment and the strong sense of pride that children have in their school.'

Children in the Foundation Stage are given a good start to their education. Particularly noteworthy is the excellent provision in the Nursery class. When children join the Nursery their attainment is, in many cases, well below what is normally expected at this age. Although the children achieve well as they move through the Foundation Stage classes, standards are below average when they transfer to Year 1.

Despite the high turnover of pupils, the school ensures that pupils continue to achieve well and make good progress as they move from Year 1 to Year 6. This occurs because they are well taught and the curriculum provided for them is excellent. The school provides outstanding pastoral care for its pupils. The quality of academic guidance is good, and as a result pupils clearly know what they need to do to improve. By the time pupils leave at the end of Year 6 standards are just above average overall. The school's high expectations for all of its pupils in all areas of learning are evident, for example, in the high quality of art work produced and the good standards attained in music.

An important feature of the school, and one that contributes strongly to the good climate for learning evident in all classes, is the good personal development of the pupils. Respect and consideration for others are everyday features of school life. Pupils say that they really enjoy being at school, but rates of attendance are consistently below average. The school is constantly working hard to improve the situation, and the good work of the learning mentor is a key factor in this. However, some parents do not give the school the support that it deserves, and do not ensure that their children attend regularly enough.

The leadership and management of the school are good. The effectiveness of the school is closely monitored by senior managers. The procedures in place for checking on the progress of pupils are effective in ensuring that pupils who need extra help are clearly identified. All pupils have clear targets to achieve. However, the school recognises that its system for tracking pupils' progress needs to be improved. At present, information about pupils' attainment is not collated frequently enough. There are also shortcomings in the information technology used. As a result, managers are not easily able to access and make use of data about pupils in different ways.

The school has made good progress since its last inspection, and is well placed to make further improvements.

What the school should do to improve further

- Work even more closely with parents to improve attendance.
- Refine systems for checking on pupils' progress by ensuring that information is collected more regularly and improving the way in which information technology is used.

Achievement and standards

Grade: 2

Children make particularly rapid progress in the developing their language and social skills in the Nursery. This excellent start is built on well, but in a slightly more formal way, in the Reception class. This prepares children very well for their transfer to Key Stage 1.

Standards are generally just below average by the end of Key Stage 1. Considering pupils' low starting points, this level of attainment represents good gains in learning. By the end of Key Stage 2, standards are generally average in English and mathematics and above average in science. This is commendable given the particularly high proportion of pupils moving into and out of the school during this key stage. In 2005, for example, fewer than half the pupils in Year 6 were at the school in Year 3.

Pupils with English as an additional language make good progress because they are fully included in all activities and given good quality help whenever they need it. Pupils with learning difficulties and disabilities also make good progress. Their specific needs are very clearly identified and their progress in reaching the targets set out in their individual plans is closely monitored.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils behave impeccably in lessons and when moving around the school. At play, behaviour is generally good. Pupils say that bullying is not a problem. When it does occur, they feel that teachers deal with it well. There have been a few instances of racist behaviour, but these are thoroughly investigated and sensitively managed. Pupils have positive views about their school, particularly regarding the good quality of relationships evident throughout. One Year 6 pupil commented, 'I like this school because teachers have a sense of humour. This is a really happy place to be!' Attendance is below the national average. Despite the school's efforts, some pupils do not attend regularly enough or are late arriving. To some extent, this situation is caused by the transient nature of the school's population, but also results from a high number of unnecessary occasional absences. Pupils have an excellent understanding of how to be safe and have a good knowledge about the importance of leading a healthy lifestyle. They always eat healthily when taking school meals. Pupils are well prepared for the next phase of their education and for their future economic well-being. Their skills in teamwork and their diligent approach to tasks are good, and their basic skills in literacy and numeracy are satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Teaching is generally good or better. Teachers successfully create a purposeful working environment in which learning is enjoyable. In all classes, teaching is lively and teachers establish sensible class routines. However, on some occasions, introductions to lessons are too long. The result is that some pupils lose interest, and the pace of learning drops. Interactive white boards are used well to help make learning more interesting. Pupils' books are marked well, and teachers' comments give pupils clear guidance on what needs to be done to improve their work. Teaching is further strengthened by the very good support of the teaching assistants. They are

effective in working alongside teachers to provide good quality help for pupils with learning difficulties or disabilities or those in the early stages of learning to communicate in English.

Curriculum and other activities

Grade: 1

The curriculum is enriched by a wide variety of out-of-class activities. A strong emphasis is placed on enabling all children to achieve their best and to develop good personal and social skills. The rich cultural diversity of the community is celebrated, and every effort is made to ensure that all pupils are included in every aspect of school life. Those with learning difficulties and disabilities are given clear educational direction through their individual education plans.

The strength of the creative curriculum is clearly evident through the many beautiful displays of painting, ceramics and design work. Further enrichment is provided through outings to museums, galleries and places of historical, geographical or scientific interest. Visiting artists, actors and story-tellers provide additional stimuli. Residential trips for older pupils incorporate work in many curriculum areas.

The Foundation Stage curriculum acknowledges the way in which young children learn. There are good opportunities for children to make sensible choices of activities and also to work on tasks directed by adults. In the Nursery, excellent use is made of the spacious premises and good levels of staffing to ensure that children are given the very best start possible.

Care, guidance and support

Grade: 2

Effective health and safety and child protection arrangements are regularly reviewed. All staff receive thorough training in identifying vulnerable pupils, and comprehensive strategies are in place to support such cases. The school is quick to enlist the support of outside agencies as necessary. The benefits of healthy eating and regular exercise, and the dangers of substance abuse, are regularly promoted.

Day-to-day assessment is used well to check on how pupils are progressing. For example, teachers make constant reference to the individual targets set out in pupils' books to ensure that these are being met. However the system used for tracking pupils' progress does not yet provide realistic whole class targets for teachers to work towards.

Leadership and management

Grade: 2

The impact of leadership and management is seen in the good progress made by the pupils. The headteacher works well in partnership with his deputy, who provides an excellent role model through the quality of his teaching. Together, these senior managers are successfully tackling the challenges presented by the difficulties in recruiting and retaining staff in inner London. The stability in staffing achieved over the past year has enabled the leadership to develop teacher's skills and improve the quality of learning. The senior managers have an accurate understanding of the strengths to be built on and the weaknesses that need to be addressed. The leadership recognises the need to refine the computerised system for checking on pupils' progress. At present, the system does not easily provide the school's managers with information in the different forms that may be required.

Middle management is also good. These managers closely monitor the effectiveness of the school, with a regular focus on the quality of teaching. Governance is good. Governors know the school well. They carefully monitor the work of the school and are good at holding it to account. They keep a close check on the school's finances and ensure that the very best use is made of the available resources.

The successes of leadership include the way in which it has developed excellent partnerships with outside organisations which help promote pupils' well-being. However, the school's partnership with its parents is not as effective as it should be in improving attendance. The school works hard at this, but some families are not supportive enough.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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	4
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
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?	1
How well are learners cared for, guided and supported?	2

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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

I would like to thank you very much for being so helpful when the inspectors came to visit your school. We really enjoyed meeting you, talking to you and looking at all your work.

We think that you go to a good school. This is a list of some of the things we liked best.

- You make good progress.
- You all follow the values your school teaches you. Everyone in your school is friendly and welcoming, and you behave well.
- You learn well in lessons because the teaching you are given is good.
- Your teachers plan really interesting things for you to do.
- All of the adults in your school make sure that you are really well looked after.
- Your headteacher and the other people who help run your school are doing a good job.

Every school has something that could be better. Your school has a system for checking on how well you are doing, and we think that this needs to be improved a bit more.

Your teachers want you to do even better in your work, but they cannot help you to improve unless you help them. The best way that you can do this is to make sure that you come to school on time and don't take time off when you shouldn't.

With best wishes for your future success,

Mike Thompson(Lead inspector)