



Telferscot Primary School

Inspection Report

Unique Reference Number 100586
Local Authority Lambeth
Inspection number 285825
Inspection dates 15–16 February 2007
Reporting inspector Sue Rogers

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

Type of school	Primary	School address	Telferscot Road
School category	Community		Balham
Age range of pupils	3–11		London SW12 0HW
Gender of pupils	Mixed	Telephone number	020 8673 7362
Number on roll (school)	237	Fax number	020 8673 1580
Appropriate authority	The governing body	Chair	Ms Wendy Jin-Sing
		Headteacher	Ms Jenny Martin
Date of previous school inspection	10 September 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school with a constantly changing profile. It draws pupils from an area that is relatively affluent, but also includes pockets of significant social and economic deprivation. Families move in and out of the area more often than is usual. The number of pupils who take free school meals is above average. Pupils enter the school with a very wide range of abilities, but their attainment overall is below average. This is also an increasingly diverse community and the number of pupils of minority ethnic origin is much higher than average. Nearly a third of pupils need support with speaking English when they arrive at the school. The proportion of pupils with learning difficulties and disabilities is also above average. The school was designated an extended school in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school provides a good education for its pupils. The pupils thoroughly enjoy their education and demonstrate this through their friendliness and enthusiasm. Parents are overwhelmingly supportive of the school. They were eager to tell inspectors how much they appreciated the family feel and the community support. 'This is a wonderful school where all the children are cherished,' was a typical comment. Parents of pupils with learning difficulties or of children new to the school were especially vociferous in praising the school. They confirmed the inspectors' view that the school works very hard to ensure that the needs of all pupils are met. As a result they are well cared for and pastoral support for pupils is outstanding.

The headteacher has built a good leadership team and recruited strong staff, who all work very well together. Teaching has improved since the last inspection and is now good. As a result of this pupils make good progress as they move through the school. They get off to a good start in the Foundation Stage and leave the school with standards that are above average. Planning and assessment have rightly been a focus and have improved since the last inspection. Assessment is now very well used to ensure that the needs of each pupil are known. However, day to day assessment is still not used well enough to inform both teachers and pupils about the next stages in learning. Pupils' personal development and well being are good, with outstanding elements. The pupils are confident and responsible and have excellent knowledge of health and safety.

Several parents described the headteacher as 'just brilliant.' The headteacher's drive and enthusiasm have ensured that the school has improved significantly since the last inspection. The buildings and playground have been refurbished and provide a colourful and motivating learning environment. The school makes very good use of all its resources. The curriculum is now exciting and well balanced. It was judged to be unsatisfactory at the last inspection. Although there have been many improvements the school is not complacent. They share the inspectors' view that information collected when monitoring pupils' progress and the quality of teaching are not used systematically enough to ensure that targets for improvement are addressed quickly. However, the school's recent record and obvious staff dedication show that they have a good capacity to improve still further.

What the school should do to improve further

- Ensure that pupils have a clear understanding of what they need to do to improve on a day to day basis.
- Make greater use of information collected about pupils' progress and teaching to ensure that all pupils achieve as well as they can

Achievement and standards

Grade: 2

Pupils' achievement is good. Good teaching in the Foundation Stage ensures that children make good progress, although many are still working below national averages when they enter Year 1. Continued good teaching in the infants moves pupils on further and standards are broadly average by the end of Key Stage 1.

Pupil's progress has not been entirely consistent across Key Stage 2 because of weaker teaching in the past. However, pupils are now attaining above average standards in English and science by the time they leave, with a good proportion reaching higher than average levels in these subjects. Standards in mathematics are average, but pupils in the current Year 6 are now making as much progress in this subject as they are in the others. Pupils with learning difficulties or disabilities and pupils who are learning English as an additional language are well supported and do at least as well as their peers.

Personal development and well-being

Grade: 2

Pupils grow in confidence because of the school's supportive atmosphere. Their behaviour is good and they develop very good relationships with each other and with staff. One pupil's comment that 'This is a great school', sums up their feelings. Pupils who are new to the school are quickly made to feel part of the community and so settle in rapidly. Older pupils look after the younger ones and report informally to their parents when they come to collect them. Attendance is satisfactory. The school works very hard to encourage regular attendance, but some parents still take children on holiday during school time.

Spiritual, moral, social and cultural development is good. The pupils develop a good understanding of right and wrong from an early age. For instance, Year 1 pupils described the behaviour of the story character Goldilocks as 'naughty' because of what she did to the property of the three bears. Pupils have an excellent understanding of which foods and physical activities will keep them healthy. They also have an exceptionally good understanding of issues relating to their safety and know that staff will listen to their concerns. As one pupil said, 'Teachers look after us well and we can rely on them to help us.' Through their school council pupils contribute well to the community and are proud of the initiatives they led on, such as improving the toilets. By the time they leave Year 6 pupils' good basic skills ensure that they are well prepared for their future economic well being and for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is resulting in good progress for pupils. Some practice is outstanding, but some variation in the teaching remains. Teachers prepare very well and design interesting activities to meet the needs of all pupils. They make effective use of interactive whiteboards to engage pupil interest and fire their imagination through their own enthusiasm. Year 5 pupils, for example, were able to study *Romeo and Juliet* and inspired to present a very expressive dance in assembly. Behaviour management is good. Pupils' progress was sometimes slower when they were working independently. This is because they are not always clear enough about how to succeed and adults' help is not always effective. Teaching and assessment in the Foundation Stage is very well organised. The children enjoy learning through play, especially in the excellent outdoor area.

Curriculum and other activities

Grade: 2

The curriculum has been greatly improved since the last inspection and is now good. It is well planned to meet the needs and interests of all pupils. The teaching of healthy living, teamwork and citizenship is carefully planned throughout the school. Even the youngest pupils are taught future life skills. This was evident in the Foundation Stage where children were busy baking cakes to raise money for their projects. The school is developing links between subjects to make the curriculum more interesting and creative. Standards in information and communication technology (ICT) have improved because more time is allocated to the teaching of skills. However, ICT is not used systematically enough to help pupils learn in other subjects.

Pupils' learning is greatly enriched by activities such as French and yoga and an exciting programme of visits and visitors. There is an emphasis on art, music and drama. A wide range of well attended clubs extend pupils' knowledge and effectively support their personal development.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good overall and the pastoral element is outstanding. As a result pupils feel safe, are extremely happy in school and learn well. Pupils report that there is very little bullying in the school and they are confident that if an incident did happen staff would very quickly sort it out.

Parents are particularly pleased with the academic and pastoral support provided for their children, especially those with learning difficulties or disabilities. One parent commented, 'I can't thank the school enough for the help given to my child and my

family'. Parents are also grateful for the good care given by the after school club and the well run breakfast club.

The use of assessment has improved and teachers know every individual very well. They are quick to identify pupils who are not making the expected progress and those who need extra help. Throughout the school teachers set long term individual targets for pupils. These are clearly understood by pupils and help to motivate them. However, teachers' feedback to pupils through marking does not always make it clear to them what they have to do to improve their work.

Leadership and management

Grade: 2

Leadership and management is good. The headteacher works very well with the governors and as result they are well informed, supportive and challenging. Governors in turn are very pleased that the headteacher has such 'high expectations of herself and of everyone'.

Since the last inspection the headteacher has built an effective leadership team and a good staff. As result they have been able to effect a number of important improvements. There has been demonstrable impact on progress and all pupils are now doing well. The main contributory factors have been improvements in teaching and in assessment. Test information is now analysed and used to set challenging individual pupil targets. Teaching is monitored regularly and there is a good programme for staff development. There is a general understanding of the school's strengths and weaknesses. However, the school's monitoring records and test information are not used systematically in order to identify specific targets for raising standards.

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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
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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?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
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	2
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	1
The extent to which learners adopt safe practices	1
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

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?	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.

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	3
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	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 very much for making us so welcome when we visited your school this week. We were very pleased to hear how much you enjoy school. We also really liked the way that everyone in the school looks after each other so well. We thought it was really good that the older children care for the younger ones in the way that you do. Your parents were also very keen to tell us that they think your school is a good one. We agree with them. We think you make good progress in your lessons because you like school so much and because the teachers work hard to make school interesting for you.

We think that your school gives you a good education. You do well in your tests when you leave Year 6. However, we think you would do even better if:

- Teachers explained lesson tasks to you a little more clearly and made it clear to you how you could improve your work.
- The headteacher and teachers make greater use of all the test and teaching information that they have, to make sure that you do as well as you can.

Best wishes

Sue RogersLead inspector