

Furzedown Primary School

Inspection report

Unique Reference Number	101009
Local Authority	Wandsworth
Inspection number	285940
Inspection dates	20–21 June 2007
Reporting inspector	Sue Vale

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	369
Appropriate authority	The governing body
Chair	Mrs R Mand
Headteacher	Mrs M Kitchlew-Wilson
Date of previous school inspection	30 April 2001
School address	Beclands Road London SW17 9TJ
Telephone number	020 8672 3480
Fax number	020 8682 3031

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Furzedown Primary School is situated in the London Borough of Wandsworth serving a socially and ethnically mixed community. Around a third of the pupils are learning English as an additional language with approximately 26 different languages spoken. A quarter of pupils are identified with learning difficulties or disabilities. Around a quarter of pupils are eligible for free school meals. Key Stage 1 has 2 forms of entry but Key Stage 2 has one and a half forms of entry with mixed age classes. The headteacher is class based.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is a caring school which provides a satisfactory level of education with some good features. Its pupils are eager to learn and are well behaved. As one parent said, 'Children are extremely happy going to school.'

The headteacher and deputy headteacher have built a committed team of dedicated staff who through distributive leadership work together very well and are very keen to learn from one another's strengths. They have identified and tackled the key areas for development since the last inspection, and are having a positive impact on raising standards in art, music and design technology. Children enter the Nursery and Reception with broadly expected skills for their age but with increasing numbers of children with lower skills than expected in speaking and listening and personal and social development, and knowledge and understanding of the world. By the end of the Reception year, children reach standards that are in line in all areas of learning with those expected nationally. Standards by the end of Year 2 are broadly average in reading, writing and mathematics. By the end of Year 6, standards are broadly average in English, mathematics and science. Achievement is satisfactory. Due to a whole school focus on the development of speaking and listening skills, pupils make good progress in this area of the curriculum across the whole school. Standards in writing and science need to be raised.

Teaching is satisfactory, with elements of good teaching helping some pupils to learn faster. Teachers are enthusiastic and plan lessons carefully to interest and involve pupils, which is why pupils want to learn. Teachers make good use of new technology to make learning fun.

Pupils enjoy school, and have a good awareness of healthy lifestyles. They are considerate towards one another, and take on a wide range of responsibilities, such as 'playground bully buddies'. The curriculum is good. The wide range of extra - curricular opportunities on offer such as modern foreign languages, art clubs, music and physical activities is a major reason why children are interested in learning.

The governing body is supportive of the school. Since the previous inspection there have been considerable improvements in the learning environment, such as the development of the grounds and the gardens by pupils. The school involves parents in many areas of the life of the school. Newsletters are sent out monthly and there are termly meetings for parents to discuss their children's progress. Parents are welcomed at the school to discuss any concerns they may have with the head teacher. Despite this around a quarter of parents who replied, expressed concern that their views are not sought and that they are not fully informed about the progress which their children make.

The senior management team are implementing strategies to challenge and improve standards for each child, through a new tracking system and more robust methods of analysis of individual needs. As a result of these, the capacity to improve is satisfactory.

What the school should do to improve further

- Raise standards in writing and science.
- Raise teaching to the level of the best.
- Look at the communication between school and home so that all parents feel better informed about the work of the school, and that their views are sought.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are average. An increasing number of children are coming into the Nursery and Reception with lower than expected skills in speaking and listening and personal and social development and knowledge and understanding of the world. Children make good progress and by the end of the Foundation Stage, reach standards that are in line in all areas of learning with those expected nationally. Overall progress throughout the rest of the school is satisfactory. Over the last four years standards reached by pupils at the age of seven, have remained broadly average in reading, writing and mathematics. By the age of eleven, over the same period standards reached have continued to remain fairly static with pupils continuing to reach broadly average attainment but with a drop in 2006 in science. The school has carefully analysed the English results and has acknowledged that it is the area of writing which needs improvement and this is currently a whole school focus. Recently introduced interventions to raise standards in writing are beginning to make a difference but it is too soon to see the full impact of these strategies. Pupils who are learning English as an additional language and those who have learning difficulties and disabilities make good progress against their prior attainment as they move through the school.

Personal development and well-being

Grade: 2

Pupils' personal development and well being are good. Every child matters in this school and this ethos is central to all that the school does. The spiritual, moral, social and cultural development of pupils is good. Pupils say that they enjoy coming to school, know the importance of a healthy life style and keeping safe and in lessons show a keen interest in learning. Their behaviour is good. Attendance is satisfactory. In the Foundation Stage, teachers and assistants provide interesting and enjoyable tasks, during which pupils learn to get on well together. Throughout the school, pupils make a strong contribution to their community. They are proud of their school and feel that they have a say in what goes on in it through the school council. For example, the school council listens to pupils' opinions and uses them very effectively to make the school a better place for everyone.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with examples of good practice. Teacher's explanations to the pupils are clear, they use a range of teaching styles including discussion and working in pairs, reflecting the school focus on raising standards in speaking and listening. The school now uses assessment data more effectively to track and monitor pupils' progress and to identify any underachievement in order to put in extra support to raise standards. However, the link between assessment and learning when teachers plan lessons is not consistently used by all staff. Teachers use a wide range of behaviour management strategies to good effect so that pupils are engaged in their work, which results in a positive learning

ethos. The best lessons are planned carefully, so that work is accurately matched to pupils' abilities and specific needs. In these lessons, teachers' higher expectations and good subject knowledge result in effective learning and good progress. Where teaching was satisfactory, pupils undertook the tasks set and were content to follow the teacher's instructions. However, they were not encouraged to explore new ideas for themselves or to share ideas with each other. The quality of marking varies with the best showing pupils how well they are doing and making helpful comments about how to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It is enriched by many extra curricular activities and enhances the personal development of all pupils. This has a positive effect on the enjoyment pupils have of learning. There is an appropriate emphasis on literacy, numeracy and information and communication technology (ICT) and this gives pupils the skills they need for their future schooling. There are good curricular links between subjects. As one pupil said, 'I enjoy the activities that go on around the school and the outings.' Pupils are given the opportunity to benefit from extra activities in sport, music and the arts. Pupils are encouraged to participate in performances as seen in the delightful Year 1 production given to parents, which incorporated many areas of the pupils' learning. The specialist teachers employed in art, music and sport give breadth to these subject areas. The school has gold arts mark award. Years 5 and 6 clearly enjoyed specialist cricket coaching in their physical education lesson. All Year 4 pupils currently receive the opportunity to learn to play the violin.

Good links with educational and welfare agencies, charity work and frequent visitors to the school make pupils feel that their school is part of the wider community. The breadth of experience offered by the school is increased by the occasions when pupils take part in whole school initiatives, such as 'the run for life' in order to raise money for charity.

Care, guidance and support

Grade: 2

This is a caring school which gives high priority to the welfare of the pupils. Pupils say that they feel safe and secure because the staff know them well and respond quickly to their needs. The senior leadership within the school ensure that everyone is treated fairly and with respect. It is an inclusive school. Systems for safeguarding pupils' health, safety and well-being are in place. Pastoral care has many good features, particularly in the provision for vulnerable students and those with learning difficulties and/or disabilities. There are good relations with outside agencies, who give additional support to pupils in need. One parent said 'I find the school is really nurturing and each child is treated as an individual'. The school now uses assessment data more effectively to track and monitor pupils' progress and to identify any underachievement in order to put in extra support to raise standards.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher, along with all the senior management team is class based; consequently the school operates a system of shared leadership. This means that all levels of management are actively encouraged to be responsible

for key areas within the school. The senior management team work well together to evaluate and analyse where the strengths and areas for development are. After a period of evaluation and review by staff, a number of new initiatives and strategies have been introduced in the past year to support areas for development. As many are new, such as the new way of tracking pupil's progress, and the better informed targets set for pupils in their learning, it is too soon to see their full impact on raising standards. The whole school emphasis on the development of speaking and listening skills is having a positive impact on raising standards in this area of learning.

Governors are involved in the life of the school, and have developed expertise in their subject areas. They are very supportive, but have not asked the probing questions to ensure the school's resources are sufficiently targeted on raising standards. Whilst the school involves parents and keeps them informed about activities, there are a considerable number who do not feel that their views are either taken into account or that they are fully informed about the progress which their children make.

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

<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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	3
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Text from letter to pupils explaining the findings of the inspection

29 June 2007

Dear Pupils

Inspection of Furzedown Primary School, London, SW17 9TJ

Thank you for making us welcome when we came to visit your school. It was lovely to be able to meet some of you. Please say a special thank you to Year 1 for their lovely performance which I watched. The overall effectiveness of your school is satisfactory with some good features.

You and your teachers do lots of things well;

- You appear very happy to be at school and you obviously enjoy learning.
- Your teachers make what you learn (the curriculum) fun and interesting.
- The care, guidance and support you receive are good and this means that most of you are confident and happy learners.
- You are fortunate to have so many extra - curricular clubs and other activities which you do. We could see that you enjoy these activities.

In order to make your school even better;

- Some of you need to get better at writing and science.
- Your teachers are going to make their teaching even better.
- About a quarter of your parents who replied to the questionnaire do not feel that they have enough information about what you are doing and learning at school. So I have asked your teachers to see if they can help parents to feel better informed.

With best wishes

Sue Vale
Lead inspector