

Penwortham Primary School

Inspection report

Unique Reference Number	101016
Local Authority	Wandsworth
Inspection number	285944
Inspection dates	12–13 June 2007
Reporting inspector	David Marshall

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	488
Appropriate authority	The governing body
Chair	Ms L Barratt
Headteacher	Mrs A Rigby
Date of previous school inspection	10 September 2001
School address	Penwortham Road London SW16 6RJ
Telephone number	020 8769 3949
Fax number	020 8677 5354

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors

Description of the school

Penwortham is a larger than average primary school within a culturally rich and diverse community. Approximately 18% of pupils are identified as having learning difficulties or disabilities, and 19 pupils have statements of special needs. There is an increasing number of pupils joining the school with English as an additional language, currently 25% of the school population. Twenty-six different languages are spoken at the school. The school was the first three storey, mainstream primary in the Local Authority to become fully accessible to pupils with physical disabilities. This was achieved in 2006 with the installation of a lift.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Penwortham is an outstanding school. The inspection findings agree with the school's judgement that they provide a highly effective education for all their pupils. Pupils' learning and development of new skills and understanding are central to all that the school provides and this ensures that pupils make rapid progress and achieve really well. The staff's clear, and shared, vision, along with the stimulating learning environment and outstanding curriculum, means pupils' abilities are developed from the outset. Those who find learning difficult are given high quality support. As one parent said, 'I feel incredibly lucky to have such an excellent school available to my children.'

Teaching and learning in the Foundation Stage is excellent, and these young children make an outstanding start to their education. Teaching and learning throughout the school are never less than good, and often outstanding. Observations and assessments by teachers of what the pupils know and can do are now very effective. Some of these assessment procedures are quite new and staff are planning to further refine the systems to make sure current excellent progress is sustained over time. Teachers are very clear about the most effective ways to ensure that activities are appropriate for every pupil. Lessons are challenging and exciting, making sure that all pupils enjoy learning. Support staff are given many opportunities to make their own individual input, and make an outstanding contribution to the pupils' development.

The knowledge, skills and understanding of children entering the nursery are lower than is expected for most three-year-olds. They make excellent progress, especially in relation to their social and emotional development which helps prepare them for Year 1. Excellent progress is sustained throughout the school so that by Year 6 standards are consistently above average. National assessments in 2006 show progress from Year 2 to Year 6 in English was in the top 5% of schools. In mathematics, standards have risen to be in line with those in other subjects thanks to the school's careful use of intervention groups and focused help for individual pupils.

The rich curriculum covers all subjects very well and is enhanced by a very good range of additional activities. The way that a huge variety of additional activities are planned and carried out with enthusiasm and skills by so many members of staff means that all pupils have the opportunity to shine and feel valued. Pupils are cared for exceptionally well and all of them, including the most vulnerable, feel safe and secure. Their personal development is outstanding. By the time they leave the school, they have developed into well-rounded individuals because of their excellent spiritual, moral, social and cultural development. Behaviour is exemplary. Parents, who enjoy a close relationship with the school, are very pleased about this. As one wrote, 'We cannot speak too highly of the educational experience that our children receive. In particular we like the way that the school develops the whole child and values all children equally'.

The head teacher provides first-rate leadership. She is very ably supported by all staff and developments are driven forward at a very good pace. Teamwork is excellent. Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work. There is a constant drive to improve. The staff's determination not to rest on their laurels is evident and the school has an excellent capacity to improve.

What the school should do to improve further

- Refine the way teachers use their assessments and tracking systems to ensure they continue to plan tasks that match the needs and abilities of all pupils over time.

Achievement and standards

Grade: 1

Most children enter the school with standards that are below expectations for their age. Due to the very effective provision they make outstanding progress in the Foundation Stage. Much importance is given to developing personal and social skills and this means children settle in quickly and make an outstanding start to their education. Pupils' achievement throughout the school is outstanding. In Years 1 and 2 the very good emphasis put on developing speaking and listening skills has a positive impact on the standards pupils reach in reading and writing. Overall standards are now above average, and improving. National test results in Year 6 in 2006 were considerably higher in English and science than in mathematics. School assessment data shows that in mathematics standards have risen and are now in line with the other subjects. Pupils' achieve in music, drama and art and design outstandingly well, as the rich curriculum gives many opportunities for them to develop their creative and musical talents. Pupils with special educational needs make outstandingly good progress overall. They are very well supported and have access to a curriculum that helps them all to achieve exceptionally well. The pupils from minority ethnic backgrounds and those who do not speak English as their first language receive excellent support and also achieve outstandingly well.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Positive attitudes and enthusiasm for learning are evident throughout the school. Pupils greatly enjoy their lessons and speak highly of their teachers and of the opportunities which are offered to them. Pupils' behaviour is excellent and they work and play very well together, showing care and empathy for each other. They feel safe and secure in a harmonious environment within which they thrive and gain confidence and self-esteem. They learn to take responsibility and contribute both to the school and local community. Pupils have a good understanding of healthy lifestyles and know about nutrition and the importance of being physically active. The school places a strong emphasis on sporting activities, both in lessons and after school clubs. Spiritual, moral, social and cultural development are all excellent and one parent said that 'I believe that Penwortham has given my children a fantastic start in life, with a true understanding of multi-cultural Britain'.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Lessons are always planned exceptionally well to provide interest, enjoyment and inspiration for pupils. Excellent behaviour, attitudes and relationships between pupils, support their outstanding achievement. Pupils learn exceptionally well as they investigate, experiment and work things out for themselves. Pupils are very clear about how they learn best. One said, 'We learn well because our teacher makes it fun and lets us know how we can get better.' Another group agreed with a pupil who said, 'We do lots of interactive

work which is better because we are doing things rather than just watching or listening to someone else.' Skilled support staff work very well with pupils who have learning difficulties so they all participate in every aspect of lessons and achieve as well as others. Less experienced colleagues are very well supported by the strong team work which ensures that expectations of learning are consistently high. Through their tracking and assessment systems teachers have a good understanding of where their pupils are and what they need to do to improve. However, the school is working further to improve the accessibility of this information to all staff. They mark work regularly and provide helpful information so that pupils know how they can improve.

Curriculum and other activities

Grade: 1

The outstandingly rich curriculum is one of the main reasons why pupils do so well academically and personally. It is exciting, broad and balanced and meets the needs of pupils exceptionally well. The school has worked successfully to integrate different subjects in an exceptionally creative way. For example, in their work on the Victorians pupils produced some excellent writing, artwork and model making. One parent commented, 'The cross-curricular teaching has allowed my children to develop a wide variety of skills. I believe this well rounded education will equip my children well for their futures.' Information and communication technology (ICT) is used well by teachers and children to support many areas of the curriculum. Excellent links with various groups and organisations, for example Chelsea Football Club, provide enrichment and activities which are enjoyed by pupils, inspire them as learners and make a significant contribution to their healthy lifestyles. Events such as themed weeks, opportunities to learn French and pottery, visits, visitors and residential trips very successfully add to the richness of the curriculum. There is a very good range of popular, well-attended clubs which broaden pupils' personal experiences. These aspects strongly promote pupils' enjoyment of learning and develop social skills important to their future life.

Care, guidance and support

Grade: 1

The school provides excellent care, guidance and support for its pupils. There are clear procedures for health and safety and the welfare of pupils is a consideration for all staff. Policies and procedures to protect pupils are made clear to all staff and are carefully implemented. The school works closely with parents and outside agencies to ensure that all pupils make good progress. Teachers know their pupils very well and vulnerable pupils and those with learning difficulties are identified at an early stage and detailed measures are taken to meet their needs. The caring, supportive ethos promotes the involvement of all pupils and they say that their views are taken into account. They know that they can rely on adults within the school for help and advice. Pupils' work is regularly monitored and they are set challenging targets which help them to achieve well. Parents are informed of these so they can support their children. Pupils know their individual targets and are aware of the next steps which they need to take in order to improve their work. The school has very effective assessment procedures in place. There are now carefully written plans to refine and modify these to ensure that current levels of achievement are sustained over time.

Leadership and management

Grade: 1

The impact of the excellent leadership is seen in the outstanding progress made by the pupils who are at the centre of every decision made at Penwortham. The headteacher and senior managers work exceptionally well in partnership with each other. They, and all staff, are very good at identifying and acting upon priorities to ensure that pupils consistently achieve and perform to the best of their abilities and become happy confident, independent learners. As one parent wrote, 'I think the ethos, atmosphere and behaviour are excellent, being well led from the top.'

The school has an excellent track record of enabling all pupils to achieve their full potential. This has been maintained through constantly seeking to improve by revamping the curriculum, guiding teachers through effective monitoring and restructuring the year group teams. Management at all levels is very efficient and staff respond eagerly to new initiatives and responsibility.

The school development plan provides very clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The excellent governing body is fully involved in this process and they bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
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	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

26 June 2007

Dear Pupils

Inspection of Penwortham Primary School, London, SW16 6RJ

Thank you very much for welcoming us so warmly during our recent visit to your school. Thanks especially to those children who helped us find our way around and those who talked to us during the inspection. We did appreciate all the help and comments which you offered.

We are glad to tell you that we think your school is outstanding and provides you with an excellent start to your education. We were particularly pleased with these things:

- Your headteacher and staff do a super job in organising the school and looking after you.
- You are all making very good progress with your work.
- You all clearly enjoy being in school.
- You behave very well, work hard and listen carefully to your teachers. This helps you to succeed at school.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.
- Your school council does a great job.

Your teachers are always trying to help you do even better in lessons and we have asked them to make sure they continue to enable you to build on what you already know in all subjects. In turn you must make sure you listen carefully and take note of what they say. Then you will all continue to make really good progress in your learning.

David Marshall Lead inspector