

# Melcombe Primary School

## Inspection report

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<b>Unique Reference Number</b>	100334
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	307361
<b>Inspection date</b>	18 September 2008
<b>Reporting inspector</b>	Christopher Schenk

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	319
Government funded early education provision for children aged 3 to the end of the EYFS	87
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Craik
<b>Headteacher</b>	Mrs J Moffat
<b>Date of previous school inspection</b>	27 September 2004
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Fulham Palace Road London W6 9ER
<b>Telephone number</b>	020 8748 7411
<b>Fax number</b>	020 8741 9977

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## Introduction

The inspection was carried out by two Additional Inspectors who attended assemblies, observed teaching and learning in all year groups, met groups of pupils, held discussions with the headteacher, governors and staff, and looked at a range of documents and at the questionnaires returned by parents. The inspection focused particularly on four things: the way in which standards of writing at the end of Key Stage 1 and standards of mathematics at Key Stage 2 have improved recently; the quality of the pupils' personal development and the effect that it has on their learning; the induction of and support for new teachers; and the continuity and consistency between the Nursery and Reception. The inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

Melcombe is a little larger than the majority of primary schools. Of the 87 children in the Early Years Foundation Stage (EYFS), 60 are in the Nursery and 27 in Reception. The proportion of pupils from minority ethnic groups is higher than in most schools nationally, and so is the proportion whose first language is not English. The proportion of pupils who have been identified as having learning difficulties and/or disabilities is above the national figure: most of these have moderate learning, behavioural or communication difficulties, but there are a few whose difficulties are more severe and who have statements of special educational need. The proportion of pupils who are eligible for free school meals is much higher than in most schools. There is a high mobility rate: around a quarter of the pupils arrived or left during the last academic year at other than the usual times. The school received an International School Award from the Department of Children, Schools and Families in May 2008.

## 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 that continues to improve. Its success is in large measure a result of the outstanding leadership of the headteacher whose vision, commitment and passion is an inspiration to staff and pupils alike. The many improvements that have been made under her leadership, over a long period, demonstrate that the school has an outstanding capacity for further improvement.

When children first come to the Nursery and Reception, many of them do not have the skills normally expected for their age. In addition, around half of them are at an early stage in learning to speak English. A relatively high number of pupils enter the school during Key Stages 1 and 2, often with low prior attainments. In view of their starting points, the standards that the pupils attain by the time that they leave the school represent good, and in some cases outstanding, achievement on their part.

The 2008 results were above average at both key stages and showed distinct improvements on the previous year particularly in writing at Key Stage 1 and in mathematics at Key Stage 2. However, the differences in the way these improvements were made demonstrate that the high standards in literacy are more securely sustainable than those in mathematics.

The school has long-established strengths in literacy, particularly in reading. A few years ago, more systematic approaches to the teaching of phonics and to the development of speaking and listening skills were introduced. These have worked their way through from the Foundation Stage to the end of Key Stage 1, enabling pupils to transfer their skills in reading and speaking into improved standards of writing.

By contrast, the improvements in mathematics at the end of Key Stage 2 were made through intensive work with Year 6. The school is now developing more consistently effective approaches to mathematics throughout Key Stage 2, with support from an external consultant, so that steady progress can be made and high standards at the end of the key stage can be sustained without the need for the same levels of support in Year 6.

The teaching is good, with common approaches to learning and to the management of behaviour that are consistently delivered in all classes. The headteacher and deputy headteacher lead by example, through their regular teaching programme that is planned to bring about continual improvement. For example, the headteacher is currently focusing on Year 3 as well as Year 6 because the school identified a dip in progress at the beginning of Key Stage 2. The deputy headteacher is teaching mathematics throughout Key Stage 2 as part of the initiative to improve consistency.

New teachers receive excellent induction and support, which they greatly appreciate. Although four of them had been at the school for less than three weeks at the time of the inspection, they were all fully aware of the school's distinctive policies on teaching and learning and on the management of behaviour and were putting them into practice effectively.

The pupils' personal development is outstanding because of the school's strong emphasis on helping them to grow in self-esteem, self-confidence and self-knowledge. They know very clearly what is expected of them and respond to their teachers with enthusiasm and effort. They have excellent attitudes to learning and are developing a good range of learning skills. They feel respected and included. As one of them said, 'We're always listened to. No-one ever feels left out.' Another commented, 'If you respect someone they respect you back.' The school's

contribution to community cohesion is outstanding: the many linguistic, religious and cultural backgrounds that are represented in the school are valued and respected.

The very high quality of care, guidance and support makes sure that all pupils are included and feel secure: as another pupil said, 'I like this school because they put you in safety.' The support for pupils with learning difficulties and/or disabilities is well managed, enabling these pupils to make the same good progress as the rest of their peers. There are similarly effective arrangements to support pupils who speak English as an additional language, who make at least good progress; some of them make very rapid progress indeed. There are robust procedures for child protection, which are put into practice when necessary with skill and sensitivity by the learning mentor and the inclusion manager.

The curriculum clearly focuses on the pupils' progress in their key skills, within a broad and interesting programme of work. Pupils throughout both key stages learn a modern foreign language; French, Spanish and Italian are all taught. The school makes good use of visits and visitors to give pupils first-hand experiences that enrich their learning in the arts and the humanities. There are ambitious dramatic productions: last year the pupils in Year 5 put on a version of Shakespeare's 'Midsummer Night's Dream'. In keeping with the school's strong focus on the pupils, they are regularly asked to evaluate the experiences that they have had and what they have learnt from them. Their opinions are taken into account in planning the curriculum in the future.

The response of parents to a questionnaire sent out at the time of the inspection was overwhelmingly positive. One of them commented, 'Melcombe Primary is a great school. This is mainly due to the great leadership that it has and also due to the hard-working staff. Every effort is made to work the children to the best of their abilities.'

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The good leadership and management of the early years ensure that the children take part in a wide range of stimulating and enjoyable activities that promote their learning and development. Staff have good access to training and development providing opportunities to continue to improve the quality of provision.

Children are safe and secure. There is a good induction process enabling the children to settle in well. The partnerships with parents and with external agencies are effective in helping staff to meet the needs of the children.

Children make good progress from their various starting points, many of which are relatively low, as a result of the staff's careful planning of a wide range of stimulating and enjoyable activities. The provision in the Nursery is stronger than in Reception. Staff have taken some positive steps to improve the continuity and consistency between the Nursery and Reception. However, there is more to do in this respect. In the sessions observed in Reception, activities for lower attaining pupils did not match their stage of development closely enough.

Children are lively and enthusiastic. They enjoy each other's company and work well independently and in groups. Staff are consistent in the way that they manage the behaviour of the children, which is excellent.

The system of assessment has recently been revised by the leader and the staff team to ensure a coordinated and systematic approach to tracking the children's progress towards the Early

Learning Goals. As this is new and is currently being implemented it is too early to judge what impact it will have.

The safeguarding and promotion of children's welfare is given priority in this caring and supportive Foundation Stage. Policies and procedures are put into practice effectively to keep children safe and well protected. The Nursery's safe and spacious outdoor provision is used well to facilitate lively and energetic physical play, although the Reception's lack of direct access to outdoor play limits the children's opportunities.

### **What the school should do to improve further**

- Improve teaching and learning in mathematics to ensure that the pupils make consistently good progress in their understanding and skills throughout Key Stage 2.
- Develop the provision in Reception so that it comes up to the same high standard as the Nursery.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	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.



## Personal development and well-being

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

## The quality of provision

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

## 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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

01 October 2008

Dear Pupils

Inspection of Melcombe Primary School, London, W6 9ER

Thank you for your welcome when we came to visit your school. I am particularly grateful to the pupils who came to see me during the afternoon to tell me about the school.

We think you go to a good school and are getting on well. We are particularly impressed by how keen you are to learn, how good you are at behaving and how willing you are to make an effort and to work hard on challenging tasks. We think that the teaching is good and we like the way that all the teachers use similar methods to help you to learn and to keep good order in the classroom. As one of you told me, 'We do learning in a fun way and we do brain breaks to get our brains energised.'

You have a good range of interesting things to learn about, which is very carefully planned so that you can all make progress in your key skills. You are getting to be very good at judging for yourselves how much progress you have made in your learning and your teachers give you helpful guidance about what you need to do next.

Your headteacher is always on the lookout for ways to make the school even better. Her vision, passion and commitment are inspiring for you and for the other teachers. Before we left, we met her, with the chair of governors and some of the teachers, and agreed that there are two things that the school now needs to work on. The first is to improve the teaching of maths in Years 3 to 6 so that you all make consistently good progress in your understanding and skills. The second is to make sure that the children in Reception have the same good facilities, including an outside play area, as the children in the Nursery.

You can help the school by continuing to work hard, behave well and enjoy your learning.

Yours sincerely

Christopher Schenk

Lead Inspector