

# Albemarle Primary School

## Inspection report

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<b>Unique Reference Number</b>	101032
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	323392
<b>Inspection dates</b>	2–3 March 2009
<b>Reporting inspector</b>	John Collins

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	246
Government funded early education provision for children aged 3 to the end of the EYFS	26
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Stanley
<b>Headteacher</b>	Mrs Laurie-Ann Lamb
<b>Date of previous school inspection</b>	6 October 2005
<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>	Princes Way Wimbledon London SW19 6JP
<b>Telephone number</b>	020 8788 3170
<b>Fax number</b>	020 8780 0896

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<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 March 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The great majority of pupils at this average-sized primary school in Wandsworth come from a wide range of social, ethnic and cultural backgrounds. The proportions of pupils eligible for free school meals, those whose first language is not English, and those from minority ethnic groups are much higher than those found usually. The main ethnic groups are White British and Pakistani. More pupils than normal start and leave the school at times other than usual and this varies significantly between year groups. There are 19 languages spoken by the school community at present. The school provides a good range of extended services including a breakfast club and Family Learning Group. An after school care service is provided by Wandsworth Play Services. Early Years Foundation Stage provision is in a Nursery and a Reception class in a building separate from the main school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school has made exceptional progress since the last inspection. This is due to the outstanding leadership of the headteacher, very ably supported by other senior leaders, managers and the governing body. They have helped to create a very strong team ethos in the whole school that is helping to drive it forward and raise standards and achievement.

By the age of 11 years, pupils' standards are well above average in English, mathematics and science. This represents exceptional progress from their low starting points in the Nursery. Standards are average by the end of Year 2 in reading and mathematics. However, standards are well below average in writing due to the particularly low levels of language and early writing skills on entry to Key Stage 1, and the significant number of pupils with language difficulties who started school later than normal in Years 1 and 2. The dip in standards by the age of 11 in 2007 had been reversed and achievement is now outstanding. Those pupils who find learning difficult and those learning English as an additional language are making consistently outstanding progress. This is because the school is particularly good at using assessment information to provide them with additional help and support.

The overall quality of teaching and learning is outstanding. Relationships are excellent and behaviour is managed very well. Class discussions provide very good opportunities for the development of speaking and listening skills. This is very good personal development as it raises self-esteem and confidence. Marking is good and pupils themselves say that 'it helps me know what I've got to do to improve'. Very good opportunities are used to help pupils to mature by giving them responsibilities around school, which they take seriously and enjoy. The school council, for example, feel they are making a very positive contribution to the life of the school community.

The school is working hard in the local community to involve parents in their children's learning with increasing success. That this is a happy school is recognised by many parents, one commenting, 'The Nursery staff have been outstanding in their concern for our daughter's well-being.' Attendance is average. This is due to the disproportionate impact of a small number of families whose children are persistent absentees. The school is doing all it can to address this concern. The great majority of pupils themselves enjoy coming to school because 'it's a fun and comfortable environment'. All groups of pupils get on very well together because the school celebrates its cultural diversity very well through well-planned curricular activities such as Black History Month and different faith festivals.

Safeguarding, and health and safety arrangements are robust and regularly reviewed, helping to provide a safe and secure learning environment. The care, guidance and support provided for all groups of pupils are excellent and the wide varieties of needs are met very effectively, particularly for pupils learning English as an additional language. Meticulous monitoring of pupils' progress enables teachers to identify very quickly any who are falling behind and to do something about it. The school works very well with outside agencies to support its more vulnerable pupils, enabling them to make equally good progress as others do. More-able pupils are equally well catered for and challenging lessons ensure they are able to achieve as well as they might.

The outstanding curriculum is very well supported by a wide range of clubs and activities that contribute strongly to both academic and personal development. New, creative, ways of curriculum planning are providing exciting and stimulating opportunities for future development.

Pupils are proud of their school and celebrate its achievements with pride, such as the Activemark for sport and its Eco Awards for their concern for the environment.

The school's capacity to improve is excellent because the staff are very critical in their self-evaluation of their strengths and areas for development. All staff and governors are well aware of the school's priorities and show a common purpose in taking the it forward.

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

### **Grade: 1**

Leadership of the Early Years Foundation Stage is outstanding and has a marked impact on the excellent provision made for all groups of children. Children start school with very low levels of skills, particularly in language and communication, and early reading and writing skills. They get off to a brisk start because outstanding teaching enables them to make very good progress given their starting points. Teacher assistants are well trained and effectively promote learning. Nevertheless, due to their low start most children do not reach the levels expected for their age by the end of Reception class.

Personal and social development are excellent and both Nursery and Reception classes provide outstanding care. Staff give a strong emphasis to developing social, emotional and language skills both during adult-led and free-choice activities. Very good use is made of the outdoor environment to increase opportunities for children to become independent, learn to take turns and share resources.

Children enjoy coming to school and settle quickly, feeling safe and at ease with each other and staff. There are good links between home and school and the school is very active in encouraging parents to be partners in their children's learning. Settling in procedures are good and provide opportunities for parents and children to visit the school and meet staff.

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

- Raise standards in writing in Key Stage 1 by ensuring pupils continue to build on the good start made in the Early Years Foundation Stage.

## **Achievement and standards**

### **Grade: 1**

The latest 2008 test and assessment data shows that the previous cycle of rising standards has been reinstated after the dip in 2007. The excellent progress started in the Early Years Foundation Stage is maintained in Key Stage 1 in reading and mathematics but less so in writing. This reflects children's particularly low levels of skill in communication and language on starting school. Additionally, the impact of other children starting school later than normal, many with learning difficulties and/or disabilities, is an additional barrier to learning. The school is dealing exceptionally well with the needs of these children. In Key Stage 2 progress accelerates and by the age of 11 standards are at the expected level in mathematics and science and above average in English. More-able pupils attain high standards in English and science. Given their low starting points, this represents outstanding achievement. This includes those pupils with moderate learning difficulties and those with special educational needs who make equally good progress.

## Personal development and well-being

### Grade: 1

Personal development and well-being are firmly based on the excellent relationships between pupils and all adults. Behaviour is consistently outstanding and enables lessons to take place in a warm, welcoming atmosphere. Spiritual, moral, social and cultural development is outstanding and enables pupils to develop a very strong sense of respect for the beliefs of others. The school celebrates its cultural diversity effectively, so that all groups of pupils get on very well with each other. The Breakfast Club offers a very good start to the day and is helping to improve attendance and punctuality. The great majority of pupils really enjoy coming to school, although attendance is slightly below average due to the disproportionate impact of a small number of families whose children are persistent absentees. Pupils have an exceptionally good understanding of healthy lifestyle through healthy food choices provided by the school catering service. They understand the value of exercise, as demonstrated by their enthusiasm for a 'skipping event' at the school.

## Quality of provision

### Teaching and learning

#### Grade: 1

Rigorous monitoring by all senior leaders and managers has enabled teaching and learning to improve significantly since the last inspection. It is now outstanding. Behaviour issues have been tackled successfully and all lessons are characterised by an extremely purposeful working atmosphere. Lessons are very well planned and managed so that pupils make outstanding progress. Very effective teaching and planning across different subjects is enabling pupils to make good use of their developing literacy, numeracy and computer skills. Teachers use class discussions and questioning very effectively to develop pupils' speaking and listening skills, as seen to good effect in a Year 6 lesson. This makes an exceptionally good contribution to their personal development by raising their confidence and self-esteem. The great majority of pupils respond with enthusiasm to the planned activities, and pupils in Year 4 showed evident enjoyment of learning in their numeracy lesson. Teaching assistants play a significant part in the progress of pupils with moderate learning difficulties and those learning English as an additional language through their very close support and encouragement.

### Curriculum and other activities

#### Grade: 1

The outstanding curriculum is being developed through new creative and imaginative ways of planning to expand and strengthen cross-curricula links between subjects. These are very well supported by whole-school projects such as Black History month and special subject focus weeks, for example in science and information technology. The curriculum meets the needs of the many diverse groups within the school outstandingly well. It is particularly responsive to the needs of pupils entering the school at different times, often with language learning difficulties. Outstanding provision, well targeted to meet their needs, enables them to make very good progress as they move through the school. Pupils' personal development is promoted extremely well through teaching about relationships and the very many opportunities for working in pairs or small groups. An excellent range of clubs and after school activities enriches the curriculum. Visits and visitors contribute well to pupils' learning and enable them to find out about and appreciate other people's cultures and beliefs.

## Care, guidance and support

### Grade: 1

One parent wrote, 'I feel the school cares for all children as individuals', and it is this care that lies at the heart of the school's work. Pupils themselves say they feel happy and safe at school and are confident in having someone to turn to if they have problems. Parents are pleased with the way they are kept informed of their children's progress and the great majority fully support the school. The school's very good knowledge of individual pupils and their families enables it to meet specific needs very effectively. Academic guidance is excellent. Monitoring of progress is very rigorous and enables staff to identify very quickly those who are falling behind and do something about it. The school is particularly good at using this information to provide additional help and support for those pupils who find learning difficult or who are starting to learn English as an additional language. Individual targets and effective marking are used consistently well to move pupils on in their learning.

## Leadership and management

### Grade: 1

This is a very inclusive school that is succeeding in its efforts to overcome some significant barriers to learning. All pupils, regardless of gender or ethnic group, are valued equally. The school promotes community cohesion well. It has identified vulnerable pupils and their families and is supporting them very effectively through its programme of extended care and support. The headteacher's outstanding leadership provides the school with a very strong sense of direction and purpose. The governing body is strongly supportive of all that the school does. It is outstandingly good at challenging the school and holding it to account for its progress. Leaders at all levels are very effective at developing a creative curriculum and raising standards and achievement. The assistant headteacher has played a particularly significant role in developing the very effective tracking systems. The leadership's success at raising standards and achievement is recognised by many parents, the great majority of whom support the school. One wrote, echoing the opinions of many, saying, 'I am very pleased with the progress my child is making.'

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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?	1
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?	1
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?	1
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?	1

### Achievement and standards

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

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<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	3
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	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	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

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

16 March 2009

Dear Pupils

Inspection of Albemarle Primary School, London, SW19 6JP

Thank you for being such a big help to us when we came to visit your school. Your behaviour was excellent and you obviously enjoy your time at school. We enjoyed talking to you and looking at your work. We think your school is outstanding.

Here are some of the things your school does well.

- The headteacher, deputy headteacher, governors and senior teachers are doing a very good job in running the school.
- The teachers are helping you to reach higher standards and make excellent progress in reading, writing and mathematics.
- We agree with you that learning is fun at Albemarle Primary School.
- The school is extremely good at looking after you and keeping you safe, so all of you are able to learn and achieve high standards by the end of Year 6.

Here is what we think the school could do better.

- Help you to reach higher standards in writing by the end of Year 2.

You can help by doing your very best at all times and continuing to enjoy your time in school. Remember to ask your teachers if you need help; we are sure they will be glad to help.

Best wishes for the future.

Yours faithfully

John Collins

Lead Inspector