

New King's Primary School

Inspection report

Unique Reference Number	100330
Local Authority	Hammersmith and Fulham
Inspection number	335526
Inspection dates	20–21 January 2010
Reporting inspector	Martin Beale

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 of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Mr Andrew Fenwick
Headteacher	Mr Miles Chester
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent about 80% of the time looking at pupils' learning. They visited 14 lessons and observed teachers, attended assemblies, and held meetings with staff, groups of pupils and the vice chair of governors. They scrutinised the school's work, and looked at assessment information, pupils' books, pupil records and improvement plans. The team received and analysed 94 parental questionnaires, 92 responses to the Key Stage 2 pupil survey and 20 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teachers use assessment information to plan to meet the needs of all pupils
- how effectively the school supports the achievement and personal development of its vulnerable pupils
- whether target-setting and the tracking of pupils' attainment are having a consistent impact across the school on their learning and progress
- if there are any underlying reasons why attendance is not improving in spite of the school's actions.

Information about the school

Pupil numbers have risen slightly so that the school is now average in size. This change is partly because pupils transferred here from another local school that closed. The school serves a culturally diverse community. The large majority of pupils are from minority ethnic backgrounds, with pupils of Black African heritages as the largest group. Almost half have a mother tongue other than English, with a wide range of other languages spoken by the pupils. Free school meal eligibility is considerably higher than the national average and more pupils than in most schools join or leave the school other than at the usual ages. The proportion of pupils who need extra help because they learn slowly or have speech and language difficulties is well above average. Children in the Early Years Foundation Stage are taught in a Nursery and a Reception class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

New King's Primary School is providing a satisfactory education for its pupils. It has successfully faced the challenges of high staff turnover, pupil mobility and the integration of 30 pupils from a neighbouring primary school. The school provides a safe and welcoming learning environment for all pupils and works hard to ensure that all can be successful in their learning. Behaviour is good and pupils of all backgrounds play and work happily together.

The children get off to a good start in the Nursery and Reception classes from well below average starting points for their age. They achieve well and become confident learners because all adults in these classes encourage them to be independent while knowing precisely when to intervene to move learning forward. Although this is not always built upon consistently in the rest of the school, the pupils make the progress expected of them in Years 1 to 6. Results for Year 6 pupils in the 2009 national tests fell slightly and were below average in all areas. However, there was no significant variation in the achievement of different groups of pupils.

Although the achievement is satisfactory overall, the quality of teaching is inconsistent across the school, so that the pupils make uneven progress. In the most effective lessons, teachers recognise that pupils learn in different ways and challenge the more able pupils. However, this does not happen in all classes. Also at times teachers do too much of the talking and do not engage all of the pupils in their lessons and as a result, relatively few are working beyond levels expected for their age.

The close and constructive relationships with parents and carers help to promote a strong partnership for the education of their children, who settle in quickly at whatever stage they join the school. Parents and carers are very happy with the school, particularly the support it provides for their children. The pupils are aware of how to stay safe and deal with risks they might face including when using new technology. In spite of the school's very best efforts, attendance remains a problem. This is now improving, although extended holidays during term time adversely affect attendance figures, and punctuality to school remains a problem for a significant minority of pupils. Pupils enjoy the wide range of enrichment activities during and after the school day. These add much to their academic and personal development. The imaginative introduction of the cross-curricular 'learning journeys' is an example of the way the school adds enjoyment to learning while ensuring the development of basic skills. However, the limited opportunity for pupils to apply their information and communication technology skills in other subjects is recognised by the school as a weakness.

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In the four terms since his appointment, the headteacher has laid firm foundations for future success. One parent summed up the views of many when saying, 'The school is managed extremely well. The headteacher is wonderful.' A more consistent approach to assessment and the careful tracking of progress now give teachers a clear picture of how well pupils are doing and whether extra support is needed. This is also helping leadership to be much clearer about the school's qualities, where improvement is needed and the steps to be taken for these to be achieved. For these reasons, the school's capacity to improve is satisfactory. Although the school is starting to see improvements in progress and attainment, these have yet to be sustained over a longer period.

What does the school need to do to improve further?

- Accelerate pupils' learning by:
 - adopting strategies that engage pupils more so that they can take greater ownership of their learning
 - developing the pupils' thinking and reasoning skills by using effective questioning techniques
 - ensuring that the more able pupils are consistently challenged in lessons.
- Plan opportunities for the pupils to develop and apply their information and communication technology skills to support their learning across subjects.
- Reduce levels of absence by discouraging parents from taking extended holidays during the school term, and improve the pupils' punctuality to school.

Outcomes for individuals and groups of pupils**3**

Observations of lessons show that pupils learn and develop their understanding at a satisfactory rate. They try hard and concentrate on the tasks they are given. Their good behaviour and ability to work together benefit their learning considerably. When given the opportunity, they enjoy discussing their ideas with others and working cooperatively, as when playing a spelling game in a good Year 2 lesson. Through careful marking and clear individual targets, the pupils have a good understanding of the next steps they need to take in their learning. Current targets are challenging and school records show that more pupils in the current Year 6 are on track to reach them. Pupils with a mother tongue other than English develop language skills quickly by being immersed in a 'language-rich' environment from the moment they arrive. Once fluent, many become some of the school's highest attaining pupils. Pupils who have special educational needs and/or disabilities including those who have speech and communication difficulties make satisfactory progress towards their specific targets.

Pupils understand how to keep themselves healthy and greatly enjoy the input of coaches from Fulham Football Club who extend their opportunity for sporting activities. Pupils take very seriously opportunities to help newcomers to settle into school life and responsibly undertake jobs around the school such as working as play leaders or when

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representing others on the school council. They are curious about the world and the local community. Pupils value the cultural diversity they see around them and learn to be tolerant of the views and customs of others. Their respect for others is fostered in many ways, including visits by theatre groups.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There is a sense of purpose in all classrooms with interesting displays to support and stimulate the pupils' learning. Lessons are planned and prepared well, but teachers do not consistently turn these plans into reality. Paired talk and group work are promoted well in the most effective lessons and questions are used skilfully to make pupils think, but these techniques are limited in others. Some inventive tasks are planned to challenge the more able, but they are only able to get onto these once more routine tasks have been completed. This slows their learning and their ability to think and become more independent learners.

Close attention is paid to developing basic skills while at the same time seeking to make the pupils' experiences more memorable. The successful focus on improving writing

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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comes in part by making this a focus of the cross-curricular 'learning journeys' undertaken by each class. Examples such as the Year 6 work on Ancient Egypt are starting to give the pupils the chance to take ownership of their learning and are stimulated by carefully planned trips such as to the British Museum. Programmes are modified carefully to meet the needs of individual pupils including the gifted and talented, who also gain from the links with local secondary schools.

Great care is taken to ensure that the more vulnerable receive the support needed to help them to be successful in school. This is supplemented by other professionals who provide further expertise to help the school to support pupils with special educational needs and/or disabilities. Arrangements to help pupils settle in quickly and move on to the next stage of their education are sensitively handled.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is establishing a clear direction based on improving teaching so that the pupils' learning and achievement can become more consistent. The thorough analysis of data enables the school to identify where its qualities lie and the action that is needed to maintain recent improvements. However, much of this evaluation is in its infancy and only just becoming embedded into the life of the school. Governors support the school in meeting its challenges, but do not use the views of parents and carers to inform planning and do not have a secure structure for monitoring the impact of their policies.

The school successfully reduces barriers for pupils who find learning difficult. As a result, no group is left behind. One outcome is the way newcomers to the school settle in smoothly and develop English language skills quickly. The school takes its duty to promote equal opportunities seriously. Leaders ensure that discrimination of any sort is not tolerated. Staff and governors have put in place secure arrangements for safeguarding the welfare of the pupils and for making sure that those working with the pupils are properly vetted.

The school is involved in many activities to help the community to become more cohesive. Staff and governors understand the school's context and participate in activities to support pupils and their families. They are able to target support effectively and direct parents and carers towards the wide range of services provided by the cluster of local schools because the circumstances of families and the more vulnerable pupils

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are fully understood. Links with other organisations bring in valuable additional expertise that the school could not otherwise provide for sport and drama.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

One parent encapsulated the views of others who responded to the questionnaire when writing, 'I want to congratulate all Nursery teachers for the support I had when my child started school.' This reflects the determination of staff to forge a close partnership between home and school. The children are taught well in a stimulating environment full of interesting activities. From skills well below those expected for their age, particularly in aspects of literacy and social development, children make good progress in all areas of their learning. They enjoy their time in the classes and develop enquiring minds because of the good balance struck between adult-led activities and those developed by the children themselves. Careful assessment is used to plan activities that support the next stage of each individual's learning. Developing the children's speaking and listening skills is given careful attention from the moment they arrive. Role play and the focus by adults on vocabulary particularly help children new to speaking English to gain confidence and become more fluent.

The careful evaluation of assessment data and other evidence from monitoring enables sharply focused plans to be put in place for improvements to outcomes for the children. The adults in the team work well together and the daily organisation ensures that classes run smoothly. Although the accommodation has its drawbacks, the Reception team makes good use of the restricted classroom space. Plans are in place so that Reception children can have direct access to an outside classroom, the lack of which

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currently limits their free-flow between activities inside and outside.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are very much in support of the work of the school, as shown by the proportion of positive responses and comments received by the inspection to the questionnaire. They are almost unanimous in reporting that their children enjoy school. They are particularly pleased with the relationship between home and school, the quality of teaching and the way their children are helped to become safe. These are areas that are endorsed by the inspection team, although teaching across the school was found to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New King's Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 94 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	60	37	39	1	1	0	0
The school keeps my child safe	48	51	46	49	0	0	0	0
The school informs me about my child's progress	47	50	45	48	2	2	0	0
My child is making enough progress at this school	35	37	54	57	4	4	0	0
The teaching is good at this school	44	47	44	47	1	1	0	0
The school helps me to support my child's learning	42	45	45	48	2	2	0	0
The school helps my child to have a healthy lifestyle	36	38	48	51	6	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	39	56	56	6	6	0	0
The school meets my child's particular needs	32	34	53	56	7	7	0	0
The school deals effectively with unacceptable behaviour	33	35	54	57	3	3	0	0
The school takes account of my suggestions and concerns	29	31	55	59	5	5	0	0
The school is led and managed effectively	41	44	49	52	4	4	0	0
Overall, I am happy with my child's experience at this school	46	49	42	45	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 January 2010

Dear Pupils

Inspection of New King's Primary School, Fulham, SW6 4LY

Thank you all very much for your friendliness and help when we visited your school recently. We were pleased to see how much you enjoy school and we agree with you that your teachers take good care of you. You also take good care of each other and help newcomers to settle quickly. Well done! You behave well and those of you who have special jobs, such as play leaders, carry out your duties responsibly. Thank you for sharing your views with us. The youngest children make a good start in the Nursery and Reception classes. You make satisfactory progress during your time in school. The large majority of you reach the standards expected by the time you leave in Year 6. We think New King's is a satisfactory school.

Your headteacher, other staff and governors are trying hard to make the school even better. The three things we have asked them to do are to:

- make learning more interesting and challenging for those of you who find learning easy
- provide you with more opportunities across subjects to develop your information and communication technology skills
- encourage your parents to help you attend regularly and arrive at school on time.

I am sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to show pride in your school, working hard, attending regularly and being punctual.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector

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