

# Sullivan Primary School

## Inspection report

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<b>Unique Reference Number</b>	100339
<b>Local Authority</b>	Hammersmith and Fulham
<b>Inspection number</b>	335527
<b>Inspection dates</b>	12–13 May 2010
<b>Reporting inspector</b>	Susan Thomas-Pounce

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

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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 of pupils on the school roll</b>	292
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rosie Wait
<b>Headteacher</b>	Wendy Aldridge
<b>Date of previous school inspection</b>	23 May 2007
<b>School address</b>	Peterborough Road London SW6 3BN
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## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons, observing all year groups and class teachers. They also looked at a range of documentation, including policies, development planning and self-evaluation, monitoring files, curriculum and safeguarding documents. They examined governors' minutes, the headteacher's reports and local authority reports on the school. Discussions took place with governors and groups of pupils including members of the school council. Meetings were held with senior staff. Inspectors received and analysed 137 questionnaires from parents or carers, 150 from pupils and 19 from members of staff.

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

- the consistency of pupils' progress in mathematics and whether teaching and curriculum provision have sufficient impact to improve standards of attainment
- the progress made by pupils in Year 1 and Year 2
- the effectiveness and rigour of school self-evaluation by leaders and how well it is used to bring about improvement.

## Information about the school

The school is an average-sized primary school. Numbers have increased since the previous inspection and the roll continues to rise. Over half of the pupils are eligible free school meals, a percentage well above the national average. The percentage of pupils with special educational needs and or/disabilities is much higher than average, with a below-average proportion with a statement of special educational needs. The proportion of pupils who speak English as an additional language is much higher than average with nearly three quarters of all pupils coming from a wide variety of minority ethnic backgrounds. A new headteacher and deputy headteacher were appointed in September 2009.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The very good leadership of the headteacher and deputy headteacher has ensured that Sullivan has not only maintained its many strengths, identified at the time of the previous inspection, but has steadily improved, resulting in a number of significant strengths.

From starting points that are below average, pupils of all abilities make good progress, leaving Year 6 with standards that are broadly average. The quality of teaching is good and lessons are well planned. Although teaching and learning are good at times in Years 1 and 2, the quality is not as consistent as in the rest of the school. Consequently, the pace of progress is slower in Key Stage 1. There is still more to do so that pupils in these years are provided with activities that consistently challenge them and give them a greater understanding of what they need to do to improve. This is particularly evident in writing where achievement is lagging behind reading and mathematical development. Also the needs of higher-attaining pupils in Key Stage 1 are not always met sufficiently. Actions implemented by senior leaders to tackle underachievement in mathematics are beginning to pay off and achievement is improving. The current Year 6 pupils are on track to meet the challenging targets set and there is consistent improvement in English mathematics and science in all Key Stage 2 classes as pupils build well on their previous learning.

The majority of pupils have an excellent understanding of how to adopt healthy lifestyles and they demonstrate this through eating healthily. During the inspection, the school was holding a healthy schools week. The children in the Early Years Foundation Stage made and shared healthy lunch boxes and all pupils took part in skipping lessons throughout the day. The presentation of skipping skills at the end of the day of was very well attended by enthusiastic parents and carers. Many pupils take part in a wide range of sporting activities. The school has developed close links with a variety of local sports clubs including tennis, football and polo. Pupils have outstanding opportunities to make a positive contribution to the community locally and on a wider basis through expeditions and charitable contributions. They respond enthusiastically to the many opportunities provided. The majority of pupils come to school regularly and on time and overall attendance rates are improving. There is, however, a small number of pupils who are persistently absent in spite of the school's best efforts to improve their attendance.

Senior leaders have a good understanding of the school's strengths and areas for development. Under the leadership of the headteacher, middle leaders have grown in confidence and are grasping the challenge of accountability for the achievement and well-being of pupils. The governing body provides a wide range of skills to challenge and support leadership. The effective leadership of the school, the good record of pupils'

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progress and the constant drive to ensure all pupils reach their full potential indicate that this school has good capacity for further improvement.

**What does the school need to do to improve further?**

- Raise standards and improve the rate of progress in Key Stage 1 by:
  - ensuring tasks appropriately challenge all pupils including the most able
  - involving pupils more in assessing their own progress
  - providing more frequent and continuous opportunities for pupils to develop their skills in writing.
- Improve the attendance of the small group of pupils who are persistently absent.

**Outcomes for individuals and groups of pupils****2**

Pupils achieve well and so standards at Key Stage 2 are broadly average. Pupils make good progress, are attentive, enthusiastic and really enjoy learning. This was evident in a Year 3/4 mathematics lesson where pupils worked collaboratively and successfully to make different shapes using rope, as well as investigating angles in the playground. Pupils with special educational needs and/or disabilities and those at an early stage of learning English make good progress. The inclusive nature of the school ensures that the large proportion of pupils from minority ethnic backgrounds also make good progress. A particular challenge for the school is to ensure that all Year 2 pupils develop the expected level of skills for their age in numeracy and literacy, particularly in writing. Over time, the percentage of pupils achieving the higher Level 3 has been below that nationally. Sometimes progress is not as fast as it could be because teachers do not present pupils with precise enough detail for them to reach the next steps in their learning and involve them in assessing and improving their own work.

An effective programme of personal, social and health education and a very wide range of opportunities for physical activity help pupils develop an excellent awareness of healthy lifestyles. Many are keen gardeners because of the regular opportunities to work with the school gardener in the vegetable plot, the wild garden and the many and varied flowerbeds in the school grounds. Pupils feel safe and secure and have an excellent knowledge of personal safety in different situations. Their behaviour in lessons is exemplary and they have strong moral values and a good understanding of different cultures. Through the musical and sporting activities of pupils within the local community and regular charity work, the school is highly regarded locally. Pupils hold influential roles as school councillors and mentors and are excellent role models for each other. Older, more-able bilingual pupils are training as Young Interpreters. They are helping children in the Early Years Foundation Stage to settle in quickly. Pupils are reflective and show great respect for the feelings and values of others. As a result they are well prepared for the next stage in their education.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Pupils' are encouraged to take a pride in their work and the bright, attractive and well-maintained learning environment supports this very well. Teachers make lessons interesting through well-planned practical tasks; consequently, pupils are keen to learn and work hard. During the inspection there were examples of outstanding teaching characterised by high expectations, good use of assessment and preparation to meet the variety of pupils' needs. Planning of lessons and the use of teaching assistants to support learning is good. The high level of trust between teachers and pupils enables successful collaborative group work. Although these features are found in teaching throughout the school, they are more consistently applied in Key Stage 2.

The effective curriculum provides well for pupils' interests. It is enriched by a good range of extra-curricular activities, educational visits and visitors to school. The week of the inspection was crammed full with healthy learning activities in which pupils, staff, parents and carers took an enthusiastic part. It was clear from talking with pupils that this was a continuous programme of healthy play, clubs and sporting links. Pupils have access to different sports along with the opportunity to sing in the choir and play musical instruments. These, together with residential trips, enable pupils to develop independence, team-building skills and tolerance, preparing them well for life beyond the school. Although the application of their literacy and numeracy skills in different contexts is encouraged, the school is aware that more continuous opportunities are

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<sup>1</sup> 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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needed for younger pupils to develop their writing skills. The school has recently increased the number of computers and the use of information and communication technology skills is developing well.

Very good partnerships with a range of agencies and intensive and well-organised support means that pupils with the highest levels of need receive excellent care and some make very good progress. Very good use is made of the language skills of older pupils, parents and carers from ethnic minorities to support English language acquisition of the very wide range of languages spoken in the school. Recently appointed staff with responsibility for attendance, are taking effective steps to encourage regular attendance and punctuality. The success of their work is reflected in the recent improvements made to the overall attendance figures.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Through the excellent work of the headteacher, well supported by senior staff, improvements have been skilfully introduced. Together with the deputy headteacher, she has developed the leadership abilities of all staff, which is enabling a faster rate of improvement. Staff now have a better understanding of what needs to be improved and all are focused and ambitious for the school. Self-evaluation is accurate and outcomes of monitoring are used carefully to deploy additional resources to support the individual needs of pupils. This helps to promote equality of opportunity, which is a very secure and positive feature of the school. The school recognises that it needs to continue its good work if it is to be the outstanding school it seeks to be. Governors display a good understanding of the school's strengths and areas for development. They are confident in providing challenge to hold the school to account and in acting on their findings. At the time of the inspection all safeguarding requirements were met with all aspects of safeguarding legislation correctly applied.

The school's engagement with parents and carers through newsletters, the website and text messaging has proved successful. The school's contribution to community cohesion is good. The strengths of the school and the local community have been analysed and successfully harnessed to give pupils an appreciation of life in other countries. This is also reflected in their respect and understanding of pupils who have different beliefs and cultures within the school.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children in the Nursery are given a good start. They achieve well in relation to their low starting points. This is as a result of the good provision, well led and managed by staff who are passionate about their work. Warm and secure relationships were observed during the inspection. As a result, children feel safe and demonstrated high levels of enjoyment in their learning. They have many opportunities to show independence because there are well-organised opportunities for creative and imaginative play and healthy exercise. Children from minority ethnic backgrounds who speak English as an additional language are sensitively supported and achieve well. An example of this was the way a newly arrived child was quickly included. She enjoyed showing the whole Early Years Foundation Stage her carefully prepared lunch box known as a Bento box. She confidently demonstrated how to use chopsticks, the purpose of the furoshiki cloth and how it acted as both bag and table mat. There was great excitement when, as part of the healthy learning week, the children later filled their lunch boxes with sushi and smoothies they had made together.

Assessments are used well to plan activities and build on prior learning, with a good balance between adult-led and child-initiated learning. After story time children were asked what activities they would like to do the next day. Their ideas were then taken to the end-of-day meeting and planning adjusted to better meet individual needs and interests. The systematic analysis of assessment is not fully developed and this means that the learning and development needs of children moving to Year 1 is not rigorous enough. There are good arrangements to ensure the health, safety and welfare of the



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children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The overwhelming majority of the parents and carers who replied to the questionnaire are very happy with the quality of education provided at Sullivan school. Comments received include: I cannot praise the headteacher and staff enough for creating a very stimulating, encouraging, safe environment for my child. The inspection team agrees with the parents and carers positive views. A very small number of criticisms were offered constructively. These were shared and discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sullivan 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 292 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	64	47	34	3	2	0	0
The school keeps my child safe	90	66	47	34	0	0	0	0
The school informs me about my child's progress	77	56	55	40	4	3	0	0
My child is making enough progress at this school	78	57	53	39	3	2	1	1
The teaching is good at this school	82	60	51	37	3	2	0	0
The school helps me to support my child's learning	71	52	56	41	6	4	0	0
The school helps my child to have a healthy lifestyle	73	53	58	42	4	3	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)	70	51	53	39	7	5	0	0
The school meets my child's particular needs	70	51	59	43	5	4	1	1
The school deals effectively with unacceptable behaviour	72	53	48	35	11	8	3	2
The school takes account of my suggestions and concerns	67	49	57	42	8	6	1	1
The school is led and managed effectively	81	59	47	34	1	1	0	0
Overall, I am happy with my child's experience at this school	79	58	54	39	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 May 2010

Dear Pupils,

Inspection of Sullivan Primary School, London SW6 3BN

You may remember that three inspectors visited your school recently. It was the very exciting week when you spent time learning to skip, make healthy lunches, take part in competitions and have picnics in your lovely school grounds. I am writing on behalf of the other inspectors to say we agree with you and your parents and carers that you go to a good school. We would also like to thank you for your help and tell you some of the best things we found about your school:

- you make good progress during your time in school
- you have good teachers who help and support you well in your learning
- your behaviour and your understanding of how to live healthy lifestyles are especially good
- your headteacher leads the school well, with the support of the staff and governors.

Your teachers are always looking for ways in which they can help you to learn and achieve better. We have asked your headteacher and other staff to do several things that will help improve the progress of those of you who are in Key Stage 1. To do this we want them to:

- make sure that what you are asked to do in lessons is challenging enough, especially for those who are the fastest learners
- make sure you have regular opportunities to become even more confident and successful in expressing your ideas when you write
- make even better use of marking and give you plenty of opportunities to improve your own work.

I have also asked the staff to help those of you who are absent too often to attend more regularly. I wish you all every success for the future.

Yours sincerely,

Susan Thomas-Pounce

Lead Inspector

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