

Ashburnham Community School

Inspection report

Unique Reference Number	100477
Local Authority	Kensington and Chelsea
Inspection number	335551
Inspection dates	14–15 June 2010
Reporting inspector	Barnard Payne

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	218
Appropriate authority	The governing body
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Headteacher	Paul Rincon
Date of previous school inspection	24 January 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed many aspects of the school's work. They observed 15 lessons and also observed children learning in other contexts. Nine teachers were seen teaching. Meetings were held with pupils, governors and staff. Inspectors looked at a sample of pupils' books from all classes, the school's performance data, plans and policies. They analysed 44 questionnaires completed by parents and carers.

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

- the progress made by White British and Bangladeshi pupils to determine the impact of teaching and intervention strategies
- the achievement of the more able pupils at both key stages to judge the effectiveness of the school's teaching and curriculum for this group
- the consistency of teaching across the school to judge the impact of leadership strategies on improvement
- the strategies in place to maintain momentum and drive improvement in the face of leadership changes.

Information about the school

Over 80% of pupils attending this average-sized school are from minority ethnic groups. Over 70% of pupils speak English as an additional language and a large majority of this group are at an early stage of English language acquisition. Seventeen per cent of pupils have special educational needs and/or disabilities, which is an average proportion; these pupils mostly have difficulties with literacy, numeracy and speech, language and communication. The proportion of pupils known to be eligible for free school meals is much higher than average. Twenty-six children in the Early Years Foundation Stage are taught in the Nursery and 28 in the Reception class.

There have been several recent changes in senior leadership. At the time of the inspection, the school was led by an executive headteacher as a temporary measure pending the arrival of a new headteacher. The school has achieved Healthy School status.

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

Ashburnham is a good school. Lesson observations conducted by inspectors as well as reviews of their work confirm that pupils from all backgrounds and of all abilities make good progress. Pupils particularly value the way teachers help them with their work and the additional support they receive when they need it. Many children start school with low attainment, particularly in literacy and numeracy. By the time they leave in Year 6, they reach the national average in English, mathematics and science. This shows good achievement. The school has been through a difficult period due to changes in its senior leadership team. Governors and the new senior management team, working with the local authority, have ensured that the school has continued to improve and that standards have been maintained.

Teaching is good. In some lessons in the Early Years Foundation Stage and Key Stage 1, learning objectives are not clear enough, so that planned activities lead to satisfactory rather than good progress. Children in the Early Years Foundation Stage make good progress overall, but their reading, writing and mathematics are still below expectations at the end of Reception. They make good progress in Key Stage 1 to reach the national average and sustain this progress through Key Stage 2. Pupils whose first language is not English make good progress in their reading and writing and in their spoken English. This is because teachers have high expectations and provide many opportunities for pupils to develop their skills and confidence. Attainment by White British and Bangladeshi pupils has been a little behind other groups and the school has effective strategies in place that are leading to them improving their progress. Effective provision is made to ensure good progress by the more able pupils, including some special activities and visits. Pupils with special educational needs and/or disabilities make good progress because the school carefully assesses their progress and balances support in class with intensive activities with individual and small groups to address specific difficulties. Teachers' use of assessment to support learning is outstanding.

Pupils feel safe and well cared for. Their understanding of the importance of healthy lifestyles is outstanding, particularly diet and how taking part in a wide variety of physical activities helps them to stay healthy. Pupils make a good contribution to the school and wider community; they take on a range of responsibilities, such as being peer mentors and school council members. While they acquire good levels of literacy, numeracy and information and communication technology (ICT) skills to contribute to their future economic well-being, attendance is low, which means their preparation for the future is satisfactory overall rather than good. School leaders and managers have an accurate picture of the school's performance and staff show a high level of commitment to addressing improvement priorities. There is a good track record of improvement,

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including the establishment of detailed data analysis, teachers' use of assessment and improvements in teaching. This shows that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve pupils' attendance to bring it up to at least the national average for primary schools by December 2010.
- By September 2010, improve the consistency of teaching in the Early Years Foundation Stage and Key Stage 1 by ensuring that planning and activities are securely linked to clear learning objectives.

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

Pupils overcome difficulties with English quickly, due to focused teaching methods that engage and involve all groups. This leads to consistently good levels of concentration and enjoyment. Pupils are keen to do well and their work shows diligence and a secure understanding of how to improve. There are many examples of pupils learning to use sophisticated language, and those at an early stage of acquiring English are developing their skills rapidly due to the use of a variety of resources, including ICT. This is why pupils have sustained their good progress since the previous inspection and have consistently reached the national average; the marked improvement in English and science in 2007 has since been sustained. Recognising that progress in mathematics has been slower, the school has prioritised this subject, for example by identifying a 'mathematician of the week' in each class and celebrating their achievements in assemblies, and is now beginning to see the same improvement here as is evident in other subjects.

Pupils enjoy school. They behave well and the cohesiveness of the school community is a significant strength. Pupils from different backgrounds form strong relationships and the school celebrates its diversity. Pupils' spiritual, moral, social and cultural development is good. They embrace new experiences enthusiastically; for example, during the inspection, groups were learning to kayak. They develop their abilities to reflect and empathise; for example, in a lesson where pupils carried out role play as characters from 'The Gruffalo', they strongly identified with what characters might say and why.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good and continues to improve. The school addresses shortcomings effectively, using its monitoring systems to identify dips in performance. The proportion of outstanding teaching is increasing and, while there is some teaching that is satisfactory, pupils are mostly motivated and engaged. In their questionnaires, most pupils agree that they learn a lot in lessons. The consistent use of excellent assessment strategies, including outstanding use of self-assessment, enables pupils to know how well they are doing, and provides clear steps for improvement. Support staff are highly effective; they have a very secure understanding of learning objectives and the strategies to use. Teachers ensure that work in lessons is carefully planned to provide a good level of challenge for all groups. In one outstanding lesson, many pupils were willing to go beyond the core tasks to try new challenges, reflecting the teachers' high expectation of all groups. The curriculum provides pupils with a wide range of opportunities. It enables them to acquire good levels of capability in literacy, numeracy and ICT, and the school is developing its cross-curricular provision to enable pupils to develop these skills even further. There is high take-up for the varied programme of after-school enrichment activities. Well-organised arrangements for care, guidance and support ensure that all pupils, including the most vulnerable, feel secure and enjoy school. The school is particularly successful in enabling pupils to overcome difficulties with acquiring and using English. It is taking steps to improve attendance, which has declined in recent years; it is still low but is now rapidly improving.

These are the grades for the quality of provision

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The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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?

Despite recent changes in leadership, the school has continued to ensure that its improvement strategies are effective and is building a high level of consistency in its provision. Staff have responded very positively to new challenges and are fully committed to the school's values and priorities. Governors share this commitment and have shown clarity and decisiveness in taking strategic decisions. While they are not closely involved in the school's improvement planning process, they are well informed and have a firm grasp of the school's priorities. The school works well with parents and carers, and a parent involvement group has recently been established to develop their engagement further. There are appropriate plans in place to work more effectively with those parents and carers who are harder to reach. The school's close partnership with another primary school has contributed significantly to its ability to sustain and develop its work during a time of major changes in leadership. The partner school has provided the executive headteacher, who leads a new but effective senior management team. The school has well-developed risk-assessment systems and its safeguarding procedures are good. There are effective links with a variety of external agencies and providers, which contribute to pupils' learning and well-being. The school's promotion of equality of opportunity is outstanding because its ambitions for all groups have led to consistent performance and a very harmonious school community. The school's community cohesion action plan effectively sets out its aims to develop, further, pupils' involvement in the local community and in national and global communities. The school uses its resources well and provides good value for money.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
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

Children make good progress in all areas of learning during their time in the Nursery. They make good overall progress in Reception, but their progress in acquiring literacy and numeracy skills is slower than in other areas. The introduction of 'Every Child a Talker' is leading to significant improvements in speaking, listening and communication. Children also make good progress to reach the expected level in counting and understanding shape and space. Their calculating skills are below expectations for their age, but children's books show that staff chart their progress in numeracy well and that their calculating is improving. There is an engaging range of activities that enable children to work well together and develop good learning skills. The provision is well organised. There are excellent examples of children from different backgrounds building strong relationships with one another. Thorough assessments, based on close observation and evaluations of progress, cover all areas of learning. The provision promotes children's welfare effectively and there are significant strengths in involving children in developing social skills and healthy attitudes at lunchtimes. Leadership and management are good and have ensured that the provision has developed to include a wide range of resources and experiences.

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

Most parents and carers agree that their children enjoy school and that the school keeps them safe, and inspectors agree. Most feel informed about their children's progress and that they are making enough progress. Inspectors found that all groups make good progress. A very large majority feel the teaching is good, which also matches inspectors' judgements. A few would like more help to support their children's learning. Most agree

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that the school helps their children to have a healthy lifestyle and to be prepared for the future. While inspectors found that children's understanding of healthy lifestyles is excellent, low attendance is a problem for some pupils and this has an impact on their preparation for the future. Most parents and carers feel the school meets their children's needs. While a large majority of parents and carers are happy with how the school deals with unacceptable behaviour, a few disagree. Inspectors found that behaviour is good. Most parents and carers are happy with how the school takes account of their suggestions and concerns and with how effectively the school is led and managed. A very large majority of parents and carers are happy with their children's experience at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ashburnham Community 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	50	20	45	2	5	0	0
The school keeps my child safe	24	55	16	36	3	7	0	0
The school informs me about my child's progress	18	41	24	55	2	5	0	0
My child is making enough progress at this school	15	34	24	55	4	9	1	2
The teaching is good at this school	14	32	26	59	1	2	1	2
The school helps me to support my child's learning	15	34	22	50	4	9	1	2
The school helps my child to have a healthy lifestyle	16	36	25	57	1	2	1	2
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)	10	23	26	59	0	0	1	2
The school meets my child's particular needs	11	25	24	55	3	7	2	5
The school deals effectively with unacceptable behaviour	9	20	24	55	5	11	3	7
The school takes account of my suggestions and concerns	13	30	23	52	5	11	1	2
The school is led and managed effectively	13	30	25	57	3	7	3	7
Overall, I am happy with my child's experience at this school	18	41	24	55	0	0	2	5

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). 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"> ■ 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.



16 June 2010

Dear Pupils

Inspection of Ashburnham Community School, London, SW10 0DT

We really enjoyed our visit to your school and want to thank you for making us feel so welcome and for talking to us about your work and the school. We know you enjoy school and we can see why, as it is a good place to be. We are particularly impressed with how well you learn to develop your skills in English. This is because you are keen to learn and your teachers and other adults give you the help and support you need. You make good progress in all subjects. You also learn many skills that will help you in the future. This is because the school provides you with a wide range of opportunities, including out-of-school activities. We are particularly impressed with your understanding of how to live healthily.

However, one area to improve is attendance, as this is low compared to other schools. We also found that, while teaching in the school is good, some lessons in Reception and Key Stage 1 do not have clear enough learning objectives, which means some of you do not learn as much as you could. We have therefore asked the school to:

- improve attendance by the end of this year.
- improve teaching and activities in the Reception class and in the infants, so that they are always as good as the best in the school.

You can make a major contribution by trying to achieve as close to 100% attendance as you can. You can also help your teachers by always making sure that you are clear about what you have to do in lessons.

Yours sincerely

Barnard Payne

Lead inspector

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