

# Telferscot Primary School

## Inspection report

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<b>Unique Reference Number</b>	100586
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	335561
<b>Inspection dates</b>	3–4 December 2009
<b>Reporting inspector</b>	David Wynford Jones

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>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Matthew Green
<b>Headteacher</b>	Miss J Martin
<b>Date of previous school inspection</b>	5 February 2007
<b>School address</b>	Telferscot Road Balham London SW12 0HW
<b>Telephone number</b>	020 867 37362
<b>Fax number</b>	020 867 31580
<b>Email address</b>	<a href="mailto:jmartin@telerscot.lambeth.sch.uk">jmartin@telerscot.lambeth.sch.uk</a>

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by three additional inspectors. They visited 12 lessons and attended one assembly. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe, the school improvement plan and 105 questionnaires completed by parents and carers.

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

- Boys' progress and attainment in reading at Key Stage 1, and in English and science at Key Stage 2.
- The consistency of teaching and learning across different subjects and age groups.
- The impact of the curriculum on pupils' motivation and learning.

## Information about the school

Telferscot is broadly average in size. Pupils come from a range of backgrounds. There are more pupils from minority ethnic groups than in the vast majority of schools. With the exception of White British, the largest groups are of Black African or Caribbean origin. The percentage of pupils who speak English as an additional language is well above the national average.

The proportion of pupils identified as having special educational needs and/or disabilities, including those who hold a statement of special educational needs, is above the national average. Similarly, the proportion of pupils known to be eligible for free school meals is higher than the national average. The school runs a breakfast club and an after-school club.

The school holds the Advanced Healthy School, the Gold Artsmark and the sports Activemark awards.

**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

Telferscot is a good school where all pupils are welcome. They achieve well during their time at the school. They enter the Nursery with skills and knowledge that are generally below the levels expected for their age and reach standards by the end of Year 6 that are typically above average in English, average in mathematics and broadly average in science. Although there are some variations in attainment between year groups, all groups of pupils do equally well overall. Pupils are polite. They behave well in class and around the school. They have a good understanding of healthy living and how to keep safe. They make a good contribution to the school and local community. A particular strength is their understanding of other cultures, as shown in their ability to work and play together.

Pupils make good progress because the school is led and managed well. The senior leadership team monitor and systematically analyse pupils' attainment and progress. Where necessary, they direct additional support to ensure that pupils with special educational needs and/or disabilities and those learning English as an additional language make progress similar to their peers. Teaching is good but there are variations in the quality of teaching in the different subjects. Pupils tend to make better progress in English, where teachers set explicit literacy targets and provide pupils with good guidance for the next steps in their learning, than in mathematics and science. Their progress in English is also accelerated because teachers reinforce the pupils' speaking and listening, reading and writing skills well in other lessons. The school has recently introduced setting in mathematics in Years 5 and 6. As a result, the work is now better matched to the pupils' needs and their progress is accelerating. In science pupils do not make such rapid progress because the teachers' subject knowledge is less secure. They do not question the pupils with the same degree of rigour and do not consistently promote pupils' understanding and use of scientific vocabulary. In some lessons planning is not suitably detailed. The learning objective is not clear, and the tasks and outcomes for the different ability groups are not identified. In some classes pupils are not always clear about their science targets or their next steps for improvement. There are insufficient opportunities for pupils to develop their investigation skills.

Well-established links with outside cultural bodies, such as theatre companies and museums, enrich the curriculum effectively and contribute much to pupils' enjoyment and enthusiasm for learning. The links are used very effectively to raise attainment in English and to promote pupils' personal development. The school is in the process of extending these links to focus on learning in mathematics and science.

Governors are supportive and provide a good level of challenge to the senior leadership team. There is a strong emphasis on the care and well-being of all pupils. Governors are

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keen to promote the school in the local community and to ensure that all cultures are recognised and valued in this ethnically diverse school. The majority of parents are fully supportive of the school. Nearly all are 'happy with their child's experiences at school'. One wrote, 'They work with us as a team and I cannot fault the school in any way.' The strong leadership of the headteacher, ably supported by the senior leadership team, the commitment of the staff and the challenge provided by the governing body provide the school with good capacity for further improvement. The school provides good value for money.

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

- Raise attainment and accelerate the rate of pupils' progress in science by:
  - extending teachers' subject knowledge
  - providing pupils with more opportunities to undertake investigations
  - promoting pupils' use and understanding of subject-specific vocabulary
  - offering pupils clearer guidance on their next steps in learning.
- Ensure that all lesson-planning reflects that of the best by:
  - making learning objectives for each lesson explicit
  - identifying tailored activities and outcomes for all ability groups.

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

Inspectors observed pupils working with sustained concentration and commitment. In discussions with the inspectors, pupils said that the teachers make their lessons 'interesting and fun' and they 'like coming to their school'. They enjoy the links made between subjects and the visits to places of interest. Pupils are developing their speaking and listening skills well as they share ideas and discuss points with a 'talk partner'. Pupils' skills in writing are good. In their creative writing they use an extensive range of words to make their work interesting and to retain the reader's interest. However, pupils' knowledge, use and understanding of subject-specific vocabulary in mathematics and science are less secure. Pupils, especially the boys, are developing their reading skills well, and are making good progress because of the well-targeted additional support.

In mathematics pupils have a good understanding of number and are developing their investigation skills in mathematics satisfactorily. However, in science they are less confident in undertaking investigations and in recording the outcomes. Year 6 pupils are currently on track to attain average standards in science, and above-average standards in English and mathematics. There is no significant difference in the performance of boys and girls. More-able pupils make good progress but especially in Key Stage 2, where they are provided with greater challenge. Pupils who speak English as an additional language and pupils with special educational needs and/or disabilities also make good progress. Displays around the school celebrate pupils' good attainment in art

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and justify the Artsmark award.

Pupils' understanding of and commitment to healthy living and participation in sporting activities have enabled the school to gain the sports Activemark award and Healthy School status. Pupils' spiritual, moral, social and cultural development is good. They value their school community and are keen to become members of the school council and to take responsibility. Their attendance is similar to the national average. Pupils' above average attainment in English, coupled with their good social skills and their knowledge of, and willingness to mix with, pupils from other cultures prepares them well for the next stage in their education and for later life.

*These are the grades for pupils' outcomes*

<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>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>2</b>

### How effective is the provision?

Relationships between adults and pupils are good. Pupils want to please their teachers and behave well. Teaching assistants are well deployed and support pupils' learning effectively. Lessons have a clear structure and usually begin with the teacher sharing with pupils the learning objective. Lessons proceed at a quick pace and there is good balance between the teacher's and the pupils' contributions. In many lessons teachers

<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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use questioning skills well to probe pupils' initial answers, thus consolidating and extending their thinking. In contrast, in some lessons groups of pupils, particularly during the whole-class teaching sessions, are not challenged enough and teachers do not take the opportunity to consolidate their basic skills. This is because teachers do not consistently identify the level of work and expected outcomes for pupils of different abilities.

Assessment strategies to support learning are developing well. Marking in English is sharper and more informative than in other subjects. Pupils know their targets in English but are less certain of those in mathematics and science.

The curriculum provides good opportunities for learning and promotes pupils' personal development effectively. There is a clear focus on developing pupils' skills, knowledge and understanding of literacy and information and communication technology skills through other subjects, although mathematics and science tend to be taught as separate subjects. Pupils particularly enjoy their art, music and physical education lessons. The curriculum is enhanced by well-developed links to various organisations and a good range of extra-curricular activities and educational visits. There is a high take-up for most activities. Additional resources are used effectively to support pupils who find learning difficult and those who speak English as an additional language.

The care provided for pupils ensures that the school successfully supports the most vulnerable pupils. The school works effectively with a wide range of agencies to promote pupils' learning and welcomes parental involvement. The sessions for family learning have proved popular and enhance the pupils' learning. The before- and after-school clubs are well run and enable the pupils to relax and socialise in a secure and safe setting. School attendance is monitored systematically. Any absence is followed up quickly.

*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?**

The headteacher knows the school well. She has high aspirations and is successfully leading the school forward. The roles of the members of the senior and middle management teams are clear, with each member contributing to the monitoring of the work of the school. Pupils' attainment and progress are carefully evaluated, and staff are challenged where there is the possibility of underperformance. As a result pupils' progress is accelerating, particularly in mathematics, and all groups have equal access to

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all that the school provides. The school's own evaluation of its performance is accurate, with the key areas for development clearly identified in the draft school development plan.

Governors reflect seriously on their roles and responsibilities, and ensure that statutory requirements such as those relating to safeguarding are met well. They are increasingly effective in holding school leaders to account as they compare the school's performance with schools nationally. The governors and senior staff have done much to promote the school locally. Parents responded well to a recent survey commissioned by the governors. Their replies were analysed. The outcome, together with actions proposed by the governors, was distributed to all parents.

*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>2</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**

Induction procedures are good. Staff place significant importance on ensuring the well-being of the children. As a result, children settle quickly and establish good relationships with the adults and their peers. They behave well and enjoy their work and play. They feel safe and quickly develop their self-confidence. Relationships with parents are good. Parents' views on their child's attainment are valued and are used appropriately to plan the next steps in their child's learning. Ongoing assessments are recorded systematically and used effectively to plan work which is reasonably well matched to the needs and interests of the children. As a result they make particularly good progress in their personal and social development, their linguistic skills and their knowledge and understanding of problem-solving, reasoning and numeracy. Their



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progress in the other areas of learning is not as rapid. Nevertheless, children are provided with good opportunities to develop their understanding of personal hygiene and healthy living during the well-organised snack time.

The recently appointed Early Years Coordinator has a good understanding of young children's needs. The Nursery and Reception classes work well together. Careful planning covering a two-year period ensures that the children's learning is extended. Short-term planning is closely linked to the early learning goals. Daily sessions include good use of the outdoor area as a natural extension of the classroom. There is a reasonable balance between adult-led and child-initiated activities. Display areas and classroom floor space are used well to create a stimulating learning environment. The children's positive introduction to school life prepares them well for the next stage in their education.

*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 large majority of the responses from parents and carers were entirely supportive of the school's work. Their positive views are supported by the inspection evidence. A particularly high percentage of parents felt that their child enjoyed and was safe in school. Discussions with the pupils and their questionnaire responses confirm that they feel safe and enjoy school. This is a reflection of the school's good safeguarding procedures and the level of care provided.

A very small minority did not feel that 'the school is led and managed effectively'. Inspectors found that the effectiveness of leadership and management in embedding ambition and driving improvement and links with parents were good. Although a small number of parents commented adversely about the leadership and management of the school, a similar number made very positive comments.

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

Ofsted invited all the registered parents and carers of pupils registered at Telferscot Primary 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	64	35	33	3	3	0	0
The school keeps my child safe	51	49	51	49	1	1	1	1
The school informs me about my child's progress	49	47	51	49	5	5	0	0
My child is making enough progress at this school	41	39	60	57	4	4	0	0
The teaching is good at this school	55	52	46	44	2	2	0	0
The school helps me to support my child's learning	51	49	49	47	2	2	0	0
The school helps my child to have a healthy lifestyle	50	48	53	50	1	1	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)	37	35	48	46	7	7	2	2
The school meets my child's particular needs	36	34	60	57	7	7	3	3
The school deals effectively with unacceptable behaviour	38	38	51	49	8	8	3	3
The school takes account of my suggestions and concerns	31	30	60	57	7	7	3	3
The school is led and managed effectively	38	36	48	46	12	11	2	2
Overall, I am happy with my child's experience at this school	51	49	47	45	2	2	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"> <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.**



7 December 2009

Dear Pupils

Inspection of Telferscot Primary School, London SW12 0HW

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to hear that you like coming to school. We found that your behaviour in lessons and around the school was good. You showed us that you are keen to take responsibility and that you all get on together well. You have a good understanding of healthy living and know a lot about keeping safe. We were impressed by your good contribution to the school community. You show respect for each other as you move safely around the school and in the playground. Well done!

Your school provides you with a good education. You make good progress, especially in English, and reach standards above those found in most schools. Your school has just started to group you for mathematics and this is beginning to help you improve your learning. In science your progress is a little slower and your attainment is just about the same as those found in most schools. We think you could do better. So, we have made a number of suggestions as to how your teachers can help you to make good progress. These include providing you with more opportunities to undertake investigations, developing your use and understanding of subject-specific vocabulary and giving you clearer guidance on your next steps in learning. We also think that they need to ask you more challenging questions and to tell you more clearly what they expect from the different groups in the class. You, too, can help by always trying your best.

Good luck for the future and thanks once again for being so friendly and polite.

With best wishes,

David Wynford Jones

Lead inspector

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