

Furzedown Primary School

Inspection report

Unique Reference Number	101009
Local Authority	Wandsworth
Inspection number	335639
Inspection dates	5–6 May 2010
Reporting inspector	Natalia Power

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	426
Appropriate authority	The governing body
Chair	Rosalyn Mand
Headteacher	M Kitchlew-Wilson
Date of previous school inspection	6 May 2010
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 22 lessons taught by 14 different teachers and talked to governors, staff, parents and carers and pupils. They observed the school's work, and looked in particular at its self-evaluation and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 132 questionnaires that had been returned by parents and carers.

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

- the quality of the leadership and management of teaching and learning and its effectiveness in ensuring that pupils are taught consistently well
- the extent to which teaching challenges pupils, particularly the more-able, to do their best
- the school's actions to promote higher attendance
- the quality of marking and the extent to which it accelerates learning.

Information about the school

This school is larger than average and its roll is increasing. A higher than average proportion of pupils are known to be eligible for free school meals. Three quarters of pupils are from a range of minority ethnic backgrounds and two fifths speak first languages other than English. The main languages spoken by pupils at an early stage of learning English are Gujarati and Tamil. Around a quarter of pupils have a range of special educational needs and/or disabilities.

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

The school provides a satisfactory quality of education for its pupils.

- Pupils are cared for well and feel absolutely safe. They behave well. Their spiritual, moral, social and cultural development is outstanding, and this reflects the strongly inclusive ethos of the school. They become friendly, confident young people who know right from wrong and who consider the needs of others. One parent commented, "I particularly appreciate the focus that the school puts on educating the whole child."
- Under new leadership, the Early Years Foundation Stage is moving in the right direction, although the improvements have not had enough time to make a full impact. Currently children in the Nursery and Reception classes make satisfactory progress in their learning and personal development, and teaching and care are sound.
- Pupils from Years 1 to 6 make satisfactory progress overall from broadly average starting points. Those with special educational needs and/or disabilities, and those at an early stage of learning English, make good progress because they are well supported.
- Attendance is rapidly improving and is now average, reflecting the good care and support given to pupils.
- Teaching varies in quality from class to class. It is satisfactory overall and leads to satisfactory learning. Some lessons observed were good, but sometimes teachers dominate lessons too much, preventing pupils from contributing enough. In some lessons the level of challenge is too low, especially for more able pupils. Marking does not always show pupils clearly enough what they need to do to improve.
- The curriculum provides good enrichment activities. Its focus on key skills is adequate and contributes to pupils making satisfactory progress. It does not always provide sufficient challenge, particularly for the more-able.
- The programme of classroom observations sometimes lacks rigour and is not always focused sufficiently on the quality of pupils' learning.
- Leaders and managers track pupils' progress adequately. They ensure that work is successfully matched to the needs of pupils with additional needs. However, they do not always ensure that work is sufficiently tailored to the needs of all pupils, particularly those of higher ability.
- Leaders and managers have a broadly accurate understanding of the areas where the school needs to develop and their plans for the future cover the correct areas. Most issues arising from the last inspection have been tackled. For example, the school's communication with parents and carers has improved and is now good.

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These factors show that the school has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better by implementing a more rigorous programme of classroom monitoring with a sharper focus on how well pupils are learning.
- Improve the quality of more able pupils' learning in order to raise their attainment in English and mathematics by:
 - using information on these pupils' progress to match work more closely to their capabilities
 - providing more demanding tasks for them.
- Improve the consistency and quality of marking to ensure that all pupils understand how well they are doing and what they need to do to improve.

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

Pupils' enjoyment of school and their overall achievement are satisfactory. For the past three years, attainment of pupils in Year 6 has been broadly average in English, mathematics and science. The attainment of pupils currently in the school is also in line with the national average. From their starting points this represents satisfactory progress. In general, pupils make satisfactory progress in their learning, and there is no difference between the progress of different ethnic groups, but there are some variations. For example, those at an early stage of learning English make good progress because their requirements are accurately identified and support is then focused on these needs. In some lessons seen pupils made faster progress, especially when the level of challenge was stimulating. For example, older pupils were engaged in preparing for the school's own general election. In groups they devised campaigning materials for political parties they themselves had created. They were absorbed in the task and responded to the high level of challenge by thinking deeply about the politics of today. However, teachers' planning does not always take account of the needs of more able pupils and, as a result, these pupils do not always make as much progress as they can. Pupils are extremely confident, friendly and polite, and this reflects their outstanding spiritual, moral, social and cultural development. They are capable of thinking deeply about the world around them and have excellent insight into other points of view. They welcome people of all backgrounds and faiths, and there are no reported racist incidents in the school. Pupils feel completely safe in school and report that they know the teachers will support them if they have any concerns. Pupils behave well in lessons and around the school, and report that 'bullying buddies' ensure that bullying is rare and quickly dealt with. They understand the importance of taking regular exercise and eating a healthy diet. Pupils make a good contribution to the school community. They play an important part in improving the school environment, for example by volunteering to keep the vegetable garden watered. The sound grounding pupils acquire in the basic

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skills prepares them adequately for the next stage of schooling.

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	2
The extent to which pupils feel safe	1
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	1

How effective is the provision?

Teachers manage pupils' behaviour well, using a variety of rewards to ensure that they pay close attention. There are warm relationships in the classroom. In the best lessons teachers use questioning skilfully to stimulate pupils to think for themselves. In one history lesson for pupils in Years 4 and 5, for example, pupils were challenged to imagine the skills needed to be a Roman soldier by questioning whether the skills were the same as those needed to be a professional footballer or a nurse. Pupils were continually challenged to justify their answers. One pupil surprised his classmates by saying that nurses had to be brave, but justified his answer successfully by commenting that they needed to stand the sight of blood. However, teachers occasionally dominate the lessons and this limits pupils' opportunities to learn for themselves and forge ahead at a faster pace. Teaching assistants give good support to individuals and to small groups and this enables pupils with a range of additional needs to make good progress. Activities to enrich the basic curriculum are exciting and wide ranging. The clubs, trips

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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and visits to places of interest are appreciated by the pupils and are important in raising their aspirations. Pupils enjoy French and Spanish lessons and make good use of the dedicated art and cooking areas.

Marking is inconsistent. Most teachers mark pupils' work supportively, offering generous praise for good work. Some, however, do not always correct pupils' basic errors or provide sufficient guidance on the next steps. As a result pupils are not always clear about how well they are doing and what they need to do to improve their work.

Pupils are cared for well. Good support is provided for pupils at an early stage of learning English, enabling them to settle quickly and gain confidence. Vulnerable children and those with special educational needs and/or disabilities are looked after well. The school also supports families well, for instance by helping those in need to negotiate the benefits system in order to gain their entitlements. The school works effectively in partnership with external agencies to support pupils with a range of needs.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has created a cohesive and happy school where staff and governors work well together and share a common vision for the school. They aim to create what one parent describes as 'an all-round learning experience'. The headteacher and her team have been successful in promoting pupils' well-being and particularly in fostering their spiritual, moral, social and cultural development. Leaders and managers have been less successful, however, in raising pupils' attainment in the basic skills. The classroom observations made by leaders and managers adequately identify the aspects of teaching which are satisfactory and those that are good. However, observations are not sharply enough focused on how pupils learn and are sometimes too tolerant of teaching which is merely adequate rather than stimulating.

Governors are fully involved in the life of the school and play an important part in improving its environment. They ensure that safeguarding procedures are effective, staff are well trained and that pupils have an excellent understanding of how to keep themselves safe. However, they do not always sufficiently hold the school to account, particularly in relation to pupils' attainment and progress. The school works effectively in partnership with a range of outside organisations to promote pupils' learning and well-being. For example, pupils benefit from partnerships with local secondary schools to develop design and technology and sports skills, and there are strong links with local

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community arts projects. The school has evaluated its work on community cohesion and can identify some impact. For example, it ensures that pupils have a very good understanding of other people’s faiths and ways of life. Pupils from a wide variety of backgrounds get on well together, and the school’s ethos is strongly inclusive. Senior managers are aware of the range of groups the school serves, track pupils’ progress accurately and use the information to put in place support that is especially beneficial to pupils with additional needs.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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	3

Early Years Foundation Stage

Children enter the nursery with social, language and number skills a little below those expected for their age. As a result of sound teaching, they make satisfactory progress in their learning. Children are looked after well. They are happy in the Early Years Foundation Stage and quickly settle into their routines. This is because induction procedures, including home visits, are good. As a result, children feel confident and ready to explore the attractive play areas. Children behave well and are ready to share and take turns. They are safe and secure, and adults promote their welfare well. However, children do not all know the key worker in charge of their personal development. Teaching is satisfactory overall, with a suitable balance between activities the children choose for themselves and those which adults prepare for them. The tracking of children’s progress, although based on thorough observation of each child’s activities, is not always used sufficiently to challenge children, especially the more able learners, to do their best. The newly-appointed Early Years Foundation Stage manager has made a good start in tackling areas requiring development. The manager

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and senior leaders plan the curriculum and manage the provision adequately. At the end of the Reception year effective transition arrangements enable children to move confidently into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

All parents and carers agreed that their children enjoy school and that teaching is good. Inspectors, however, found that while some teaching is good, overall it is satisfactory in quality. A few parents and carers did not agree that the school is well led and managed. Inspectors found that leaders and managers promote pupils' personal development well, but are less successful in raising their attainment. A few parents and carers did not agree that the school takes sufficient account of their suggestions and concerns. Inspectors found, however, that the school's communication with parents and carers is good and that they are kept well informed. Overall, nearly all parents and carers are happy with their children's experience at the school. One commented, 'Furzedown Primary is a lovely community school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Furzedown 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 426 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	93	70	39	30	0	0	0	0
The school keeps my child safe	96	73	35	27	1	1	0	0
The school informs me about my child's progress	62	47	63	48	6	5	0	0
My child is making enough progress at this school	60	45	63	48	2	2	1	1
The teaching is good at this school	73	55	52	39	0	0	0	0
The school helps me to support my child's learning	62	47	60	45	6	5	1	1
The school helps my child to have a healthy lifestyle	78	59	49	37	3	2	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)	59	45	53	40	6	5	0	0
The school meets my child's particular needs	68	52	53	40	5	4	1	1
The school deals effectively with unacceptable behaviour	75	57	50	38	3	2	0	0
The school takes account of my suggestions and concerns	54	41	62	47	7	5	2	2
The school is led and managed effectively	62	47	57	43	6	5	2	2
Overall, I am happy with my child's experience at this school	86	65	41	31	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). 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.



10 May 2010

Dear Pupils

Inspection of Furzedown Primary School, London SW17 9TJ

You may remember when four visitors came to your school recently to watch you learn and play. Thank you for making us so welcome. We found that your school gives you a satisfactory quality of education. This means it does many things well, but some things need to be improved.

Here are some of the things your school does well.

- The adults work hard to make sure that you are really happy at the school and you told us you feel completely safe. All the adults take good care of you.
- You behave well.
- You love your clubs and trips and visits. These help you to raise your sights and aim higher in life. The extra help some of you receive means that those of you who find work a bit hard make good progress and often do as well as others.
- You develop a very good understanding of other people's faiths and ways of life in the world beyond the school.
- Your school enables you to grow into very confident young people, ready to speak up for yourselves and for others, and to think deeply about the world and what you can do to make it a better place.

Here are some of the things we want your school to do.

- You leave school with results which are very much like those of pupils in the country as a whole. We would like more of you to do even better in English and mathematics and so we have asked those in charge to look closely at how much you are learning in lessons.
- We want all of you, but especially those who find work a bit easy, to have more challenging work and tasks that match what you need to learn next.
- We have asked your teachers to give you plenty of good advice when they mark your books.

You can play your part in helping your school become even better. Make sure you work hard and keep up your improved attendance. We wish you all the best in your journey through life.

Yours sincerely

Natalia Power

Lead inspector

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