

Penwortham Primary School

Inspection report

Unique Reference Number	101016
Local Authority	Wandsworth
Inspection number	335642
Inspection dates	15–16 October 2009
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	474
Appropriate authority	The governing body
Chair	Mrs Lynne Barratt
Headteacher	Mrs Chris Whiteley
Date of previous school inspection	2 June 2007
School address	Penwortham Road London SW16 6RJ
Telephone number	020 87693949
Fax number	020 86775354
Email address	admin@penwortham.wandsworth.sch.uk

Age group	3–11
Inspection dates	15–16 October 2009
Inspection number	335642

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons, and held meetings with governors, staff and groups of children. They observed the school's work, and looked at the school's plans, its self-evaluation, the data the school has collected on pupils' progress, and the minutes of the governing body. They considered the responses in 104 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 teaching and learning and the role of leaders and managers in ensuring consistency across the school.
- The extent to which the school meets the needs of different groups of pupils.
- The effectiveness of the school's measures to raise attainment for all pupils.

Information about the school

In this large school, the proportion of pupils eligible for free school meals is a little smaller than the national average. Almost two-thirds of pupils are from a diverse range of minority ethnic backgrounds, with no one group predominating. Around a third of the pupils speak first languages other than English, and those at an early stage of learning English most commonly speak Urdu, Somali and Spanish as their mother tongue. The proportion of pupils with special educational needs and/or disabilities is broadly average. These pupils have a wide range of differing needs.

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, parents and staff comment that the school is welcoming and inclusive, and has a happy ethos.
- Pupils behave well in lessons and around the school. They are friendly and considerate towards one another. Their spiritual, moral, social and cultural development is good. They have a good understanding of how to stay healthy. They feel safe in school.
- Children get off to a good start in the Early Years Foundation Stage and make good progress. Pupils higher up in the school make satisfactory progress, leaving school with results that are in line with national averages.
- Pupils' enjoyment of their learning and their overall achievement are satisfactory.
- Good care and support ensure that pupils from minority ethnic backgrounds, those at an early stage of learning English and those with special educational needs and/or disabilities, especially vulnerable children, all make satisfactory progress in line with their peers.
- Higher-attaining pupils generally make better progress than their national counterparts, because teachers respond quickly to their needs. Middle-ability pupils generally make slower progress because work is insufficiently matched to their needs.
- Teaching ranges in quality from class to class, but is satisfactory overall and leads to satisfactory learning. Teachers manage behaviour well and have good relationships with their classes. Marking varies in quality and does not always provide sufficient guidance on how pupils can improve.
- The curriculum provides exciting enrichment activities. Its focus on key skills is adequate and contributes to pupils making satisfactory progress. It is not always sufficiently matched to individual pupils' needs, particularly in cases when pupils are all given the same worksheets.
- Leaders and managers track pupils' progress adequately, and recognise that teaching and learning vary in quality. They have introduced a monitoring programme. However, this is not sufficiently rigorous and does not sufficiently involve all leaders and managers in overseeing classroom teaching.
- Leaders, managers and governors have a realistic understanding of the school's strengths and areas for development. Their plans for the future identify the correct priorities. They have begun to tackle the underachievement of some middle-ability pupils in key subjects by strengthening the management of literacy and numeracy, and this is beginning to have an impact on their learning and progress. The school

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

has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- By July 2010, implement an improved programme of classroom monitoring, shared among all leaders and managers, to ensure that teaching is consistently good or better.
- Use information collected on pupils' progress to ensure that work is consistently matched to pupils' different capabilities and that it provides sufficient challenge, particularly for pupils in middle-ability bands.
- Introduce a clear marking policy across all subjects, to improve the consistency and quality of marking, and 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**

The quality of pupils' learning varies from class to class, and their enjoyment is linked strongly to the level of challenge. When the tasks are tailored to their needs and provide an appropriate level of challenge, pupils respond with enthusiasm. However, in cases where the work is not pitched well to their needs, pupils tend to lose concentration. For example, in a range of mathematics lessons seen, the teachers responded more fully to the abler pupils who volunteered answers quickly, while those who struggled were well supported by teaching assistants. However, the needs of the middle-ability pupils were not fully met, and they made slower progress than the other groups.

Pupils' attainment is broadly average at both key stages, and they make satisfactory progress from average starting points. More able pupils are given good targeted support, especially in Year 6, and the proportion of pupils gaining the highest levels in tests held at the end of Year 6 is a little above average. Pupils who have special educational needs and/or disabilities are well supported. The attainment of pupils from minority ethnic backgrounds is generally in line with that of other pupils. Those at an early stage of learning English catch up quickly because of good support, and they, too, make satisfactory progress.

Pupils' behaviour is good in and around the school. This reflects their good spiritual, moral, social and cultural development. One parent commented, 'The school provides a wonderful warm inclusive environment, where children learn to respect and value each other regardless of differences.' Pupils feel safe at school and know whom to turn to if they have any worries. They are willing to embrace a healthy lifestyle. They contribute well to the school community, for example by acting as 'stair monitors' to keep one another safe on the narrow staircases, by acting as playground 'buddies', and by playing an active part on the school council. The school takes effective steps to promote regular attendance. As a result, attendance is now average, after two years in which pupils' attendance lagged behind that of their peers in other schools. The satisfactory progress pupils make towards learning basic skills prepares them adequately for the next stage of schooling.

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

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers manage pupils' behaviour well and are dedicated and supportive. There are warm relationships in the classroom, and one pupil commented, 'Staff care for the children, and come with new ideas every week to keep us entertained.' Teachers use questioning well to encourage pupils to think for themselves, and this especially benefits those who learn more quickly. Teaching assistants give good support to pupils with additional needs, to help them keep up with the pace of work. However, some pupils, particularly those in the middle bands of ability, sometimes lose concentration and make slower progress because the work set for them is either too easy or too difficult. The quality of marking varies from class to class and from subject to subject, and this means that pupils are not always clear about how well they are doing and what they need to do to improve their work.

Pupils talk with enthusiasm about the many activities which enrich the curriculum and contribute well to their personal development. They report that they enjoy their after-school clubs, such as pottery and sports, and they like the opportunities to sing. They value the many visits to places of interest, and older pupils single out their trip to

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

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

France as particularly enjoyable, and a good way of reinforcing the pleasure they have in learning French. However, in some lessons an over-reliance on worksheets, especially for younger pupils, means that not all the pupils are challenged to do as well as they can.

Pupils are cared for well and given strong support. Vulnerable children are looked after particularly well. Parents value the support given to pupils with special educational needs and/or disabilities. The parent of one such pupil commented, 'With the support and help of the school we have recently had a diagnosis, and as a result more specific help for my child is now in place.'

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 is popular with pupils, staff, governors and parents alike. One parent commented that she has 'a very visible and well-loved presence'. Together with her leadership team she has created an ethos where, in the words of one pupil, 'Everyone is equal, everyone understands the importance of friendship, and the friendships are made to last.'

Leaders, managers and governors ensure that all pupils, whatever their background or needs, make satisfactory progress overall. However, the school recognises that not enough use is made of data to raise the attainment of pupils, particularly those of middle ability. Their ambition to improve the school is sound, and their target-setting is adequately challenging. The new classroom monitoring programme is beginning to make an impact on evening out inconsistencies in the quality of teaching and learning, but is not shared among all leaders and managers and lacks rigour. The headteacher and senior leaders have evaluated the structure of the school's middle management and have recently improved it, so there is now strong leadership of literacy and numeracy. As a result there is a recent trend of improving attainment in writing and mathematics for younger pupils, and improved learning and progress of older pupils. Governors provide sound support and are growing in strength. They are increasingly ready to challenge the school and hold it to account.

Leaders, managers and governors ensure that safeguarding is effective, and that pupils understand how to keep themselves safe. The school's relationship with parents is good. Parents are well informed about school activities and speak highly of the school and the way it cares for their children. Leaders and managers have created a cohesive school

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

with a strong sense of its history and importance in the local community. As yet, school leaders do not sufficiently develop pupils' global links with the world beyond the school or sufficiently evaluate the impact of its measures to promote community cohesion.

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	3
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	3
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 below those levels expected for their age. Through good care and teaching, they make good progress. Children are happy in the Early Years Foundation Stage, and quickly settle into their routines. This is because good partnerships with parents are established early and maintained well, enabling the children to feel confident. Children are safe and secure, and adults promote children's welfare well. They provide firm but kind support and as a result children develop good social and emotional skills. There is a successful balance between activities that are directed by adults and those that the children choose for themselves, and there is a wealth of exciting activities to stimulate children's curiosity. Play activities are clearly structured and purposeful, and the adults take every opportunity to develop children's learning and extend their speaking and listening skills. However, the quality of teaching and learning in the Reception classes is not as consistently good as in the Nursery, because tasks set are a little less challenging. The effective Early Years Foundation Stage manager has identified this as a priority for improvement as part of her review of provision.

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

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

The large majority of parents and carers who returned questionnaires or who spoke to the inspection team are happy with the school. Parents feel that the school has a warm, friendly atmosphere, and they value the care and support provided by the staff. A few feel that the school is not effective enough in tackling bad behaviour. Inspectors found, however, that the school manages behaviour well. A few parents did not agree that their children were making sufficient progress. Inspectors identified some pockets of underachievement, and have indicated to the school what it needs to do to improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Penwortham 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 474 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	72	26	25	2	2	0	0
The school keeps my child safe	75	72	25	24	1	1	0	0
The school informs me about my child's progress	43	41	53	51	6	6	1	1
My child is making enough progress at this school	44	42	44	42	10	10	1	1
The teaching is good at this school	53	51	44	42	4	4	0	0
The school helps me to support my child's learning	41	39	52	50	6	6	1	1
The school helps my child to have a healthy lifestyle	47	45	49	47	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)	44	42	43	41	4	4	0	0
The school meets my child's particular needs	49	47	42	40	8	8	1	1
The school deals effectively with unacceptable behaviour	34	33	47	45	10	10	2	2
The school takes account of my suggestions and concerns	41	39	52	50	1	1	1	1
The school is led and managed effectively	76	73	25	24	1	1	0	0
Overall, I am happy with my child's experience at this school	73	70	27	26	1	1	1	1

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools inspected between September 2007 and July 2008

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

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

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

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

Common terminology used by inspectors

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

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



19 October 2009

Dear Pupils

Inspection of Penwortham Primary School, Wandsworth, SW16 6RJ

You may remember that four inspectors recently visited your school and talked to some of you. We very much enjoyed our visit, and were pleased that you are happy in your school. You behave well in class and in the playground, and you are kind and thoughtful to one another. Your school keeps you safe. You told us that you enjoy the many clubs your school provides, and the exciting opportunities to visit places of interest. Your trip to France is a highlight for you, and you enjoy learning French to prepare for it.

Your school gives you a satisfactory education, which means it does some things well but some things need to be improved. All the adults care a great deal about you, and support you well. The children in Nursery and Reception make good progress in their learning. Those of you in the rest of the school make satisfactory progress. You told us that you like your teachers and one of you said, 'They make the lessons fun.' We have asked those in charge to collect information on how well each of you is doing, and then make sure that you each receive challenging work that accurately matches your particular needs. We have also asked those in charge to visit more lessons to make sure you are all working as hard as possible. When your teachers mark your work, their comments offer you a great deal of encouragement. We now want them also to show you how to improve your work, so that each of you knows exactly what to do to reach the next level. Make sure you look carefully at your teachers' comments in your books, and ask if you do not understand anything.

One of you told us that 'Penwortham is like a community in itself. Everyone is different, but at the same time everyone is equal.' This is a lovely thing to say, and shows us how proud you all are of your school. We agree with you that your school is a very happy one. We know you will want to share in making it as good as possible. You can play your part by working hard and aiming to be 'star of the week'. We wish you the very best for the future.

Yours faithfully

Natalia Power

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.