

St Faith's C of E Primary School

Inspection report

Unique Reference Number	101043
Local Authority	
Inspection number	335649
Inspection dates	21–22 October 2009
Reporting inspector	Kevin Hodge

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Boys
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Andrew Pearson-Gee
Headteacher	Stephan Cook
Date of previous school inspection	3 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, and held meetings with staff, governors and pupils. They observed the school's work and looked at school documents, including monitoring records, development planning and arrangements for safeguarding pupils. They also looked at and analysed questionnaires from staff and pupils, and from 45 parents and carers.

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

- how well pupils' writing develops in Years 1 and 2, particularly for boys
- how teachers use assessment to tailor work for pupils and cater for their specific needs
- how well governors use self-evaluation to identify weaknesses and how they support the school as 'critical friends' to help it improve further.

Information about the school

The school is slightly smaller than average and has a higher than average number of pupils leaving or joining the school at other than the normal times in the school year. The pupils come from a variety of backgrounds and about a third are White British. Other pupils include those with a Caribbean and/or African heritage. About 20% speak English as an additional language, although most are fluent. The number of pupils with special educational needs and/or disabilities is above average. These pupils have emotional, social or behavioural difficulties. The school has awards for promoting pupils' healthy living. Children in the Early Years Foundation Stage are taught in a purpose-built unit with a Nursery and Reception class.

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

St Faith's is a good school. Owing to the concerted efforts of the senior managers, guided by the headteacher's values and ambitions for the school, its reputation in the community and outcomes for pupils have improved since the last inspection. Attendance has improved and now meets the national average, although a few pupils still do not attend regularly enough. The quality of provision in the Early Years Foundation Stage and for pupils with special educational needs and/or disabilities is also higher than at the previous inspection and is now good. Teaching has improved to consistently good levels, resulting in pupils making good progress through the school. Aspects of their personal development are also better fostered and planned for. As a result, by the time pupils leave, they are thoughtful young adults, who have developed a good sense of their local community. They have a good respect for the different backgrounds and beliefs represented in the school. Although a very small number of parents and carers indicated some areas where they felt the school could improve, one reflected the generally high level of satisfaction by writing, 'We have been so impressed by the school and the teachers. All staff seem to genuinely care about the children and our child really loves it'. Governors support the school well and act as effective 'critical friends'. This, combined with the good track record of improvement and the drive of senior managers, ensures that the school has good capacity to improve further.

Pupils behave well both in classes and around the school. Their activity levels are very high and their willingness to adopt healthy eating habits is excellent. These good attitudes help pupils achieve well and some previous differences in results between boys and girls are not apparent in their day-to-day work. Boys' attainment was a focus for improvement and results have improved. However, the school is keeping a watchful eye on whether any groups lag behind this year. The few pupils at the early stages of learning English have good support, so they achieve well in line with their classmates. From a below-average starting point pupils leave with attainment levels in English, mathematics and science that are broadly average. There are still weaknesses in the quality of pupils' writing. Additionally, older pupils do not always have enough opportunities to solve meaningful and relevant mathematical problems. Teachers are increasingly using information about the performance of individual pupils to tailor their planning so as to accelerate learning further, although, occasionally in lessons, more-able pupils could be stretched more in their thinking.

Recently, staff have sought to provide a more engaging approach to the whole-school curriculum with stronger links between subjects to motivate pupils to learn. Pupils have targets and feedback which are of good quality in nearly all classes. Some effective approaches to self-evaluation, using coaching for staff and a closer, realistic analysis of

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the school's strengths and areas to tackle, are making a difference to the way pupils learn.

The school strongly promotes pupils' place in the local community and works very effectively with local groups and churches. Pupils also visit local art centres to broaden their horizons. Visitors have spoken to older pupils about their future career options. The school works very successfully to bring together pupils of differing backgrounds and the promotion of community cohesion is good in most respects. While these links with the local community are particularly good, pupils' awareness of how communities live, for example in rural areas in the United Kingdom, is less well developed. The links with a school in Africa are bearing fruit in terms of raising pupils' awareness of the global community.

What does the school need to do to improve further?

- Improve pupils' confidence and ability in writing and mathematics this coming academic year by:
 - giving pupils more opportunities to apply their number skills to solving everyday problems
 - extending enticing opportunities for writing activities across the curriculum
 - keeping a close check on pupils' progress so that those who need more help can be spotted quickly and really challenged in their learning.
- Raise pupils' awareness of others with different backgrounds and beliefs by:
 - developing the link with the school in Africa
 - developing links with a school in a contrasting locality and with pupils of different backgrounds in the United Kingdom.
- Consolidate improvements in attendance by identifying and working with those parents and carers who need further support or reminding about the consequences of not sending their children to school regularly.

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

As one pupil wrote to inspectors, 'My school is great and I just wanted to tell you.' Pupils enjoy their school, are enthusiastic and, as a result, achieve well. Pupils' good level of spiritual, moral, and social development helps ensure that behaviour is good. Name calling by a very small number is now rare. A variety of 'activity zones', ranging from ball games and climbing frame activities, to a dance area complete with music and a 'DJ' foster pupils' enjoyment and high activity levels. This willingness to be active complements pupils' excellent knowledge and adoption of healthy eating. In lessons, pupils behave consistently well. Pupils collaborate willingly and settle down quickly to work. In an effort to improve boys' writing, activities in Years 1 and 2 are now increasingly engaging. In a Year 2 poetry lesson for example, pupils concentrated intently on the sounds and sights of fireworks before generating a good range of descriptive words. This approach is helping pupils, particularly boys, to extend their

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writing skills, although not all pupils are confident writers. This is also true for the pupils in Years 3 to 6. In mathematics, pupils' number work is generally accurate, although they do not readily have enough opportunities to solve everyday, 'real life' problems. Results in English, mathematics and science have, generally, improved and are broadly average. There are some differences between boys' and girls' results, but there is no consistent pattern. The school is keeping a closer check on all pupils' progress to spot anyone lagging behind. All groups of pupils, including those with special educational needs and/or disabilities, make good progress through the school.

The pupils' willingness to take responsibility extends to the school council whose members enjoy their role in influencing decisions by, for example, writing to local councillors and raising money for charity. Older pupils enjoy supporting much younger pupils in assemblies and as 'playground friends'. To support older pupils' good awareness and preparation for the world of work, visitors have spoken about different professions, and some pupils already say they want to be future police officers or architects! Activities relating to Black History Month, led by visiting actors, enabled pupils to demonstrate their good listening, acting and singing skills and helped promote pupils' good awareness and tolerance of their own and others' cultures.

These are the grades for pupils' outcomes

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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

When lessons start with a video of fireworks exploding, you get a hint of the way teachers are trying to make lessons fun. Teaching is typically good through the school. It promotes good relationships and, consequently, good behaviour which helps pupils to learn in a settled atmosphere. Through the school, pupils benefit from practical activities, such as drawing portraits, using computers to research famous people and learning the properties of shapes in mathematics. There are comparatively few weaker areas of teaching but those pupils who are capable of harder work are not always challenged with harder starting points and opportunities to solve 'real life' problems in mathematics are too few. Writing is now taught more effectively, particularly for the boys, but there is still room for improvement. Staff increasingly use assessment information effectively in pupil-progress meetings to spot those needing extra help, and day-to-day marking is good in most, but not all, classes.

Underpinning this good teaching is an effective curriculum, which is broad and well-balanced and extends pupils' horizons with an excellent range of extra-curricular activities. A systematic programme to foster pupils' emotional, health and social development is increasingly effective in giving pupils confidence to express their feelings in positive ways and in developing their emotional resilience. Activities to promote basic skills are generally well planned and there are glimpses of the school's desire to make the curriculum even more creative and meaningful to pupils' interests, particularly for boys. However, this is not yet widespread or consistently well planned for in all classes. Special activities have stimulated pupils' thoughts and interest in a range of cultures. An activity day for pupils, led by visiting actors, really helped learning come alive. Visits to places of interest, such as arts centres, help extend pupils' knowledge well.

The overall quality of care, guidance and support of pupils is good and is particularly effective in spotting and supporting those pupils with special educational needs and/or disabilities, with the result that they achieve well and are well integrated into day-to-day activities. Pupils report that their physical safety is important and is well catered for. Those pupils who find speaking or reading English more difficult have good levels of support. While most pupils spoke highly of the school's care, a small proportion worry about the behaviour or 'name calling' by schoolmates. Routines to encourage good behaviour in the playground, which include some innovative activities, help ensure playtime 'troubles' are minimised.

These are the grades for the quality of provision

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

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How effective are leadership and management?

Since the last inspection, senior leaders have been particularly effective in improving the quality of teaching, accelerating the rate of pupils' progress and securing better levels of personal development. There are three reasons for this success. First, the school identifies, then develops, good plans of action to tackle weaker areas, such as fostering pupils' emotional well-being. Second, leaders promote good teamwork with a 'can do' attitude, and third, they use a 'hands on' approach to engage with staff to develop their teaching, and with parents and carers to gain their support to aid pupils' learning. Governors give good levels of support, particularly those who visit the school most regularly. They act as effective critical friends to hold senior leaders to account. Together with all the staff, they ensure good levels of safeguarding and bring to the school a range of expertise, such as finance and business skills. Their links with classes are an effective way of keeping their finger on the pulse, but not all classes benefit to the same degree. The school ensures all pupils, regardless of ability or background, have equal access to all that it offers. Relationships between pupils from different backgrounds are good and different religious festivals are celebrated along with Christian traditions and form a very good basis for the school's good contribution to community cohesion. The school successfully develops pupils' awareness of those in the global community through links with an African community, although this is a comparatively recent initiative. Pupils' knowledge of communities and people in contrasting areas of the United Kingdom although secure is not as well developed.

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

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Early Years Foundation Stage

Children make a good start in the Nursery and Reception classes, where they settle down quickly. This is not surprising, as the welfare arrangements are very good. Productive links with parents and carers ensure a smooth start. The modern facilities are bright and airy. The facilities ensure children have a good range of both indoor and outdoor activities and a good balance of activities that the teacher chooses and those that the children want to follow. Because of consistently good provision, they often reach average levels for their age when they enter Year 1 and they achieve well from their starting points, which are lower than is typical for their age. Children like exploring the sandpit and the role-play area and raising their activity levels by cycling at pace around their pretend roadways. In small-group work, teachers are adept at making the most of the learning activity, whether it be cutting up fruit, learning letter sounds or making numbers for the front of the tricycles. Children explain what they are doing clearly; they were particularly animated when exploring each other's toys brought in especially for the day. They behave well and willingly share resources, despite being new to school. Well-briefed teaching assistants ensure that children make good progress. Although group work is taught well, staff occasionally do not respond quickly enough to children's spontaneous play in order to capitalise on their enthusiasm. Staff are effective at assessing children's personal and academic needs and plans are thorough. The good quality of management, maintained during the absence of the full-time leader, ensures children have a very secure start to school life.

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 vast majority of parents and carers who responded to the questionnaire did so favourably, often agreeing or strongly agreeing with most statements. The table below indicates that a very small minority, around 10%, felt that behaviour may be an issue that is not always dealt with effectively. A few questionnaires had written comments voicing concerns over pupils' behaviour. The inspectors found no evidence that behaviour was less than good, although the school readily acknowledges that individual pupils can be challenging. Inspectors found that the school's routines to ensure that pupils behave well were good and that the school analyses the causes of poor behaviour carefully. Recent improvements, particularly in the way pupils' emotional development is

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fostered, have been recognised by many in the community, which has resulted in increased numbers of pupils choosing the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Faith's 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	64	13	29	1	2	1	2
The school keeps my child safe	30	67	11	24	1	2	2	4
The school informs me about my child's progress	27	60	15	33	1	2	1	2
My child is making enough progress at this school	25	56	15	33	1	2	2	4
The teaching is good at this school	26	58	15	33	1	2	1	2
The school helps me to support my child's learning	26	58	15	33	2	4	1	2
The school helps my child to have a healthy lifestyle	25	57	15	33	1	2	2	4
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)	21	47	17	38	2	4	1	2
The school meets my child's particular needs	22	49	15	33	2	4	1	4
The school deals effectively with unacceptable behaviour	20	44	19	42	1	2	3	7
The school takes account of my suggestions and concerns	20	44	18	40	3	7	2	4
The school is led and managed effectively	21	47	19	42	1	2	2	4
Overall, I am happy with my child's experience at this school	26	58	15	33	1	2	1	2

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.



23 October 2009

Dear Children

Inspection of St Faith's CE Primary School, East Hill, SW18 1AE

I am writing to let you know about the findings from the inspection we carried out recently. The vast majority of your parents and carers think your school is good and we agree.

Here are some of the things we found out.

- The youngest children settle in the Nursery and Reception class well. They really like using the good range of equipment that is there.
- You reach the expected standards when you leave and achieve well in most aspects of your work. Well done on improving your results this year.
- You are good at keeping active at playtimes and we liked all the activity zones that help you stay very healthy.
- Nearly all of you said that you feel safe and can ask for help because staff care for you well. Those who occasionally 'name call' are being spotted to help them cut it out!
- Most of you behave well and try hard in lessons. I liked your 'boom box' in the playground and the dancing!
- The range of things you do, such as music, sports and the activities in the hall to celebrate Black History Month are really great!
- The school helps those of you who sometimes find work difficult, or have a particular physical difficulty, to achieve well.
- The teaching is good, and helps you to learn well.

We have asked the school to do three things to help it improve further:

- help you to reach higher levels in aspects of your mathematics and writing skills
- develop more links with other schools in this country so you get to find out about other children who live in a different type of area or who are a bit different from you
- remind some parents and carers about the importance of your attending school as regularly as possible.

You can help your teachers by keeping up your good behaviour and helping the school council to think up new ideas to make the school run smoothly.

Yours sincerely

Kevin Hodge

Lead inspector

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