

Fullwood Primary School

Inspection report

Unique Reference Number	102833
Local Authority	Redbridge
Inspection number	335976
Inspection dates	24–25 November 2009
Reporting inspector	Derek Aitken

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	331
Appropriate authority	The governing body
Chair	Mr G Billingham
Headteacher	Mr D Visvanathan
Date of previous school inspection	4 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons or part-lessons, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at assessment data, individual education plans, monitoring and evaluation documents and policies and procedures. In addition, 189 parental questionnaires were received and analysed.

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

- pupils' progress in reading in Key Stage 1
- how well pupils at an early stage of learning English make progress
- the impact of new leadership on outcomes for pupils
- the quality of provision in the Early Years Foundation Stage.

Information about the school

Fullwood is a popular, larger-than-average primary school. Pupils come from a variety of social and economic backgrounds. The proportion of pupils from minority ethnic groups is well above average. A high and increasing proportion of pupils are at the early stages of learning English. About one fifth of pupils, an average proportion, have special educational needs and/or disabilities. The headteacher was appointed in September 2007. Over 50% of staff have joined the school since then. The school makes provision for the Early Years Foundation Stage in Nursery and Reception classes. The school holds a number of awards including the Healthy School Award, the Activemark and the International School Award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Fullwood is an excellent school which is exceptionally well regarded by its parents. It offers outstanding outcomes for individuals and groups of pupils.

The school has made outstanding improvement in the last two years. Key to its success is the dynamic, inspirational leadership of the headteacher, who has been exceptionally well supported in his work by the deputy and assistant headteachers. He has worked with great determination and skill to construct robust systems to strengthen the quality of leadership at all levels. Staff are keenly aware of these high expectations and are exceptionally well supported in their successful efforts to meet them. School leaders have purposefully developed a wide range of local, national and international partnerships. These include links with China, Bangladesh, primary and secondary schools in England. These have raised pupils' awareness of many different faith groups and cultures and cemented the strong sense of shared community. At the same time these actions have helped the school drive up the quality of its provision and they have made a significant contribution to the excellent community cohesion.

Good provision in the Early Years Foundation Stage ensures that children settle happily and reach standards broadly in line with national expectations by the end of Reception. Some shortfalls in the outdoor provision, however, restrict opportunities to develop children's creativity and imagination. Pupils also make good progress in Key Stage 1 and Key Stage 2 to reach above-average standards by the time they transfer to secondary school. A minor comparative weakness remains in the standard of pupils' reading in Years 1 to 3. The school has implemented useful programmes to tackle this and pupils are now steadily catching up in this skill.

Teachers and teaching assistants plan very effectively together to ensure that the needs of all pupils are met. Pupils respond enthusiastically to the lively and brisk pace of teaching and, as a result, work hard. The curriculum has significant strengths in promoting pupils' well-being and in reinforcing the message that all pupils, whatever their needs and backgrounds, are welcomed into school. Its successful focus on basic skills ensures that the large numbers of pupils who join Fullwood with little or no English quickly catch up in literacy. The school is in the early stages of developing new ways to provide pupils with more exciting everyday experiences to enhance their learning. The excellent quality of pastoral care ensures that all pupils feel valued and exceptionally well cared for. Pupils of different social and ethnic backgrounds mix happily and pupils and staff hold each other in high regard. Outstanding safeguarding arrangements ensure that pupils feel safe at all times.

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What does the school need to do to improve further?

- Enrich the curriculum for pupils in all years by:
 - improving the outdoor provision for children in Reception
 - providing a wider range of creative experiences to stimulate pupils' imagination.

Outcomes for individuals and groups of pupils

1

All groups of pupils make good progress and achieve well by the time they leave school in Year 6. Children's skills, knowledge and understanding when they start the part-time Nursery are well below the levels expected for their age. Many children manage to close the gaps in their literacy skills in the Early Years Foundation Stage. By the end of Reception, children have made good gains in all areas of their learning. Pupils continue to make good progress in Key Stage 1 and Key Stage 2. In Year 6, standards rose to above average in 2008 and this was maintained in 2009. School leaders implemented highly effective plans to improve pupils' skills in mathematics and have transformed this former area of weakness into a strength of the school. Pupils are challenged very effectively in this subject and develop problem-solving and calculation skills well. Pupils' clear understanding of mathematical vocabulary in a Year 5 lesson promoted their good progress. They said, 'We like maths, it kind of gets your brain to work.' Pupils' writing skills in Key Stage 1 have also improved and well-focused programmes are enabling pupils to make faster progress in their reading throughout the school. This is because pupils are taught to understand technical vocabulary in guided reading lessons to help them make more sense of texts.

Pupils with English as an additional language catch up in literacy in the Early Years Foundation Stage and Key Stage 1, because they learn quickly in group or one-to-one tuition sessions how to link letters and sounds correctly. This enables the school to target its resources sharply in Key Stage 2, for example, at pupils who join school from abroad in mid-year.

Pupils say they wake up in the morning thinking, 'Yes, I'm going to school, where everyone is my friend, the teachers take care of us and teach us well.' This enjoyment of school is reflected in pupils' attendance, which has risen to above average. Pupils are exceptionally polite and friendly. They respond extremely well to assemblies which reinforce the virtues of considerate behaviour and demonstrate this by engaging with visitors in an approachable and mature manner. Pupils' outstanding behaviour contributes significantly to their strong sense of security and happiness in school. Pupils are proud of their school and pro-active in many ways in taking on responsibilities and in supporting the school. Good examples of this are the pupils' hard work in raising large sums for charity. They say that it 'is important to do things for other people, some people are really unfortunate'. Members of the healthy school action group work hard to monitor and reward pupils for their choice of healthy lunches. Pupils express themselves confidently, enjoy working in groups and concentrate well in lessons. These factors contribute well to the quality of pupils' learning and stand them in good stead for the

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future.

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	2
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers set the tone for an excellent climate for learning by building outstanding relationships with their pupils. Teachers have consistently high expectations for pupils' progress and ensure that lessons proceed at a brisk pace. Pupils are exceptionally willing to answer the teacher's questions so that no-one gets left behind, and learning is seen as a shared enterprise. Teachers structure their lessons well. They link lesson objectives closely to pupils' prior knowledge to provide an effective platform for new learning. They use lesson summaries well to enable pupils to reflect on and assess their learning. Sometimes, pupils use new technology effectively to show what they have understood and to help the teacher point out the next steps they need to take. On a few occasions new technology and other resources are less imaginatively used, which restricts opportunities for pupils to develop their learning to the full.

The curriculum meets the needs of pupils well. Pupils' standards are closely monitored to highlight areas of relative underperformance and to establish new priorities. Leaders

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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have targeted mathematics, writing and reading in turn in their efforts to raise standards. Good plans have been carried out to improve achievement in these subjects. Having secured this sound base, leaders are seeking to enhance pupils' enjoyment by developing more creative resources to spark pupils' interest and imagination. This work is at a relatively early stage and strong cross-curricular links are not embedded in daily practice. The curriculum is enriched by a good range of clubs, especially for sport and music. The former contribute usefully to pupils' healthy lifestyles while the quality of pupils' singing is a further strength of the school.

Pupils' individual welfare requirements are central to the work of the school and all adults work hard to ensure these needs are fully met. All aspects of care, guidance and support are at least good and most elements are outstanding. Support for pupils with special educational needs and/or disabilities and pupils at an early stage of learning English is exceptionally well organised. The impact of relevant programmes on these pupils' progress is thoroughly monitored. Next steps are clearly identified to help well-trained teaching assistants focus sharply on pupils' requirements. As a result of this high quality support, these pupils quickly gain the confidence to play a full part in the life of this vibrant school.

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	1

How effective are leadership and management?

The work of the headteacher, ably supported by his deputy and assistant headteachers and his colleagues on the senior leadership team, has been instrumental in ensuring outstanding outcomes for pupils. Much has been achieved within a relatively short period of time. New staff have blended in seamlessly because of excellent induction procedures. Systems are rigorous and transparent and clear guidelines have been established to ensure maximum consistency in practice. The high quality of the school learning plan provides an exceptionally effective blueprint for continued improvement. Leadership responsibilities have been restructured to guarantee the accountability of senior and middle leaders for standards in their subjects. The staff have responded well to the headteacher's strong strategic vision and high expectations because they are confident that they will be supported as well as challenged to develop their skills and practice to the full. Senior and middle leaders have used the new systems well to acquire a good awareness of strengths and areas for development. They have taken well-conceived measures to develop provision but have not yet been able to evaluate

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fully the impact of some new initiatives on teaching and learning in their subjects.

The school promotes equal opportunities exceptionally well. It successfully meets the complex challenges posed by its high proportion of pupils whose circumstances make them vulnerable, to ensure that all groups of pupils achieve equally well and are fully integrated into the life of Fullwood School.

Governors are well informed. They discharge their statutory responsibilities well, while recognising that they could make fuller use of the governing body's existing structures to contribute more sharply to decision making.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make good gains in their learning from entering Nursery with skills which are well below the levels expected for their age. They quickly settle in their new environment because routines are well established so that they know what to do. Children behave well and enjoy their work. Little tasks, such as registering themselves and tidying up, also help to build up their sense of responsibility and self-confidence. Children make good use of new technology to develop their skills as independent learners. The good leadership and management is reflected in careful assessments and a steady rise in children's standards. Teachers' planning is appropriate and ensures consistency across both years. Children's progress is effectively monitored and staff use these evaluations to adjust their lessons to plan for the next steps in children's learning. Other adults, including specialist workers, are deployed carefully to support children at an early stage of learning English. The curriculum promotes children's awareness of

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health and safety well. It provides for a good balance of adult-directed and child-initiated learning, but outdoor provision for Reception children is limited in quality and there is no ready access to the outdoor area. This restricts opportunities for staff to develop a wider range of creative topics and approaches to stimulate children's curiosity and independence across all areas of learning.

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

Just under three-fifths of parents returned a parental questionnaire. These responses indicate a very high measure of satisfaction with the school, in particular, with regard to pupils' enjoyment of school life, the school's arrangements for ensuring pupils are safe, and the leadership and management of the school. Inspection findings fully endorsed these very positive views.

A small proportion of parents believed that the school could do a little more to help them support their children's learning, for example, in running more courses for parents. The inspectors noted that a key element of the school learning plan for this academic year is to improve accommodation and in so doing, provide the school with better facilities to strengthen this type of link with parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fullwood 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 12 statements about the school.

The inspection team received 189 completed questionnaires by the end of the on-site inspection. In total, there are 331 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	114	60	70	37	3	2	0	0
The school keeps my child safe	106	56	83	44	0	0	0	0
The school informs me about my child's progress	77	41	108	57	1	1	0	0
My child is making enough progress at this school	66	35	114	60	5	3	1	1
The teaching is good at this school	84	44	98	52	3	2	0	0
The school helps me to support my child's learning	69	37	104	55	11	6	1	1
The school helps my child to have a healthy lifestyle	83	44	97	51	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)	65	34	102	54	6	3	0	0
The school meets my child's particular needs	56	30	120	63	5	3	1	1
The school deals effectively with unacceptable behaviour	80	42	99	52	5	3	0	0
The school takes account of my suggestions and concerns	52	28	121	64	8	4	0	0
The school is led and managed effectively	99	52	83	44	0	0	0	0
Overall, I am happy with my child's experience at this school	97	51	89	47	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 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.



26 November 2009

Dear Pupils

Inspection of Fullwood Primary School, Ilford IG6 1ER

Thank you all for making us so welcome in your school. We will remember how friendly you were and how willing you were to share with us what you thought about your school.

Fullwood is an excellent school and these are the things we found that your school does really well.

- You get off to a good start in Reception and make good progress there and throughout the school. Your standards are above average by Year 6. Teaching is good and you enjoy your learning.
- You look forward to coming to school because you get on really well with each other and the staff. You have a strong team spirit, because you know everyone will get the help they need to do well and feel happy in school.
- The staff look after you really well and this encourages you to behave towards others thoughtfully.
- You respect the staff and think the senior leaders are top-notch. We agree, and this is the key reason why Fullwood has improved so much recently.

We have asked the staff to carry on their super work but also concentrate on:

- improving the outdoor area for Reception children
- giving you more exciting chances to spark your imagination and creative skills.

Best wishes for the future and keep up your good attendance.

Yours sincerely

Derek Aitken

Lead Inspector

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