

# Shaftesbury Park Primary School

Ashbury Road, Battersea, London, SW11 5UW

## Inspection dates

7–8 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. Pupils reach average standards in English and mathematics at the end of Year 6, which represents good progress from their low starting points.
- Teaching meets pupils' needs well so that pupils from different groups make equally good progress both in lessons and over time.
- Teachers are thoughtful in the way they approach their work and are keen to be given constructive ideas that will improve their practice.
- The school has worked effectively to increase attendance, which, as a result, has risen rapidly over the last few years.
- Pupils behave well in and around the school. A focus on respect ensures they get on well, and playtimes and lunchtimes are therefore harmonious and enjoyable.
- Parents and carers are very positive about what the school has to offer and increasing numbers are actively involved in supporting their children's learning in a range of ways.
- The school provides excellent opportunities for developing pupils' spiritual, moral, social and cultural development through a rich and vibrant curriculum.
- Governors support school leaders well to check and continually improve the quality of teaching.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure that pupils make rapid and sustained progress across all year groups.
- Not all pupils contribute equally to whole-class question and answer sessions, which means teachers cannot assess progress and understanding equally well.
- The marking of pupils' work in Key Stage 1 is not as effective as it is in Key Stage 2 because it does not indicate to pupils as clearly how to improve their work.
- Occasionally, tasks set for groups working away from the teachers' direct supervision are not as sharply focused and well resourced as for those groups being led by a teacher or teaching assistant.



## Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, four of which were shared observations with senior members of staff. This included the teaching of phonics (the linking of letters and sounds), guided reading, and a lesson in the bilingual stream.
- The inspection team attended assemblies, listened to pupils read, observed pupils at playtime and lunchtime, and looked carefully at pupils' work in lessons, as well as the work they have completed over time in their books.
- Discussions were held with staff, members of the governing body, pupils, parents and carers, and a representative from the local authority.
- Inspectors took account of the 12 responses to the online Parent View survey, as well as discussions with parents and carers held during the inspection and previous surveys commissioned by the school.
- The inspection team looked at a range of documents including those related to safeguarding and child protection, the school's view of its own work, development plans, checks on the quality of teaching, information about pupils' academic performance and logs relating to behaviour and attendance.

## Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Kewal Goel

Additional Inspector

Ramesh Kapadia

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of disabled pupils or those with special educational needs supported through school action is higher than average. The proportion supported through school action plus or with a statement of special educational needs is more than a third as much again as the national average.
- Over half the pupils are eligible for the pupil premium (additional funding for children looked after by the local authority, those entitled to free school meals or other groups), which is over double the national average. There are currently no children looked after by the local authority or from service families on the school's roll.
- Over two thirds of pupils are from minority ethnic backgrounds, much higher than the national proportion. Twelve different groups are represented in varying numbers, reflecting the diverse community that the school serves.
- Over a quarter of pupils speak English as an additional language, some of whom are at the early stages of learning English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A higher number of pupils leave or join the school other than on entry to Early Years Foundation Stage than is the picture nationally.
- The school recently opened a bilingual stream and children in the current Reception Year are taught in one bilingual class and one mainstream class.
- The school runs a breakfast and after-school club on the premises to support families with childcare arrangements.
- The school has achieved the UNICEF Rights Respecting Schools Award at Level 1.

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

- Increase the proportion of outstanding teaching to ensure pupils make rapid and sustained progress across all year groups by:
  - using a range of different strategies to encourage those pupils who do not regularly contribute in whole-class question-and-answer sessions to demonstrate their understanding
  - improving marking in Key Stage 1 so that it is as effective as that in Key Stage 2 in ensuring pupils know what to do next to improve their work
  - ensuring tasks are equally sharply focused and well resourced for groups working away from the teachers' direct supervision as they are for groups working with the teacher or the teaching assistant.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and knowledge considerably below those expected for their age in all areas of learning, including communication, language, number and shape, as well as social skills.
- Staff across the Early Years Foundation Stage plan well for children's particular stages of development so they quickly begin to make progress in all areas and are helped to develop habits that will stand them in good stead when learning becomes more formal in Key Stage 1.
- Although children make good progress, due to their low starting points, they have not fully made up lost ground by the time they start Year 1. In particular, very few children exceed the expected benchmark at the end of Reception.
- By the time pupils leave the school at the end of Year 6, they have caught up, reaching average standards in English and mathematics.
- Over the last two years, the school has been effective in increasing the proportions of pupils who reach the higher levels in reading and mathematics at the end of both Key Stage 1 and Key Stage 2 because teachers have high expectations and plan carefully to ensure pupils learn well.
- The teaching of phonics is well organised and this ensures that pupils reach expected levels in the phonics screening check in Year 1. Pupils go on to become avid readers who can confidently use a range of skills to read increasingly complex texts.
- Disabled pupils and those who have special educational needs achieve well because the school checks their progress carefully and provides effective small-group work to ensure they do not fall behind.
- Pupils for whom the school receives pupil premium funding achieve well because leaders and governors ensure that the money is well spent meeting their needs. Across the school, their achievement matches, and sometimes surpasses, that of other groups so that gaps are much narrower than those found nationally, or have been eliminated altogether. For example, at the end of Year 6, the gap for reading is only a few weeks. In writing, pupils eligible for the pupil premium are nearly a term ahead of other groups in school, and in mathematics, it is a term and a half.
- Pupils who speak English as an additional language achieve well because the school places a strong emphasis on helping all pupils to acquire and use a broad vocabulary and understand the more formal requirements of language for educational purposes.
- Pupils from all different groups, including those who join the school at times other than the Early Years Foundation Stage and those in the bilingual stream, achieve equally well because eliminating discrimination and ensuring equality of opportunity is at the heart of the school's ethos.

### The quality of teaching is good

- Teaching is good because teachers and leaders work together to ensure that pupils from all groups and different starting points make equally good progress. Careful checks are made across all subjects and any pupils in danger of falling behind are quickly helped to catch up. Equal care is taken to ensure that pupils who show particular talents or abilities are given work that matches their needs so that they have a chance of forging ahead.
- Teachers have high expectations and provide an excellent range of resources to support pupils in meeting their challenging targets. For example, in a lesson in Year 1/2, pupils had cards with prompt words on them to help them write a range of questions for their characters to ask.
- The teaching of writing is increasingly effective. For example, in a lesson in Year 4/5, pupils were making careful choices when editing their work to make it even more appealing to the reader. Using high-quality books as a stimulus results in pupils writing imaginative pieces and

using literary language such as 'Once upon a day, many nights ago...' (Year 2). This drives progress to such an extent that attainment in writing is rising, particularly at the higher levels at the end of Key Stage 2.

- Teachers set pupils specific targets which pupils use to gauge how well they are doing and what they need to do to continue improving. They provide useful and detailed feedback to pupils on their learning, both during lessons and by writing helpful comments in their books. However, while there is evidence of younger pupils responding to comments and making progress as a result, particularly the more able, overall marking is not as effective in Key Stage 1 as it is in Key Stage 2. This is because comments made are not clear enough to ensure pupils understand how to improve their work.
- Pupils are keen to learn and participate in lessons. However, strategies are not always in place to check that all pupils have an equal chance of contributing to whole-class discussions, which limits opportunities for teachers to assess the understanding of those who contribute less frequently.
- Teachers plan well for pupils from different starting points and with different needs. However, on occasion, the tasks set for groups not working under teachers' direct supervision are not as sharply focused as for groups that are working with adults. As a result, some pupils then find it hard to complete them and so lose focus and make less progress.

### **The behaviour and safety of pupils are good**

- Pupils have very positive attitudes to learning. They are engaged in lessons and motivated to do their best at tasks that usually meet their needs well. They are actively involved in evaluating and improving their own work, particularly when responding to comments in their books in Key Stage 2.
- Pupils, parents and carers, and staff are unanimous that the school ensures pupils are safe. Pupils have a good understanding of how to stay safe, for example when using a range of modern technology such as mobile phones and social media on the internet.
- Bullying is extremely rare but parents, carers and pupils alike say that when it does occur, it is dealt with swiftly and effectively. There are measures in place to prevent issues escalating. For example, peer mediators help to deal with any incidents in the playground so that disagreements are resolved quickly and amicably.
- Pupils have a good understanding of the many ways in which bullying can manifest itself and assured inspectors that these things do not occur in school. Records, which are well kept, support these views.
- The school's focus on personal and social development fosters excellent relationships among pupils and adults alike. Consequently, pupils treat each other, their teachers, other adults and the school environment with great respect.
- The school is constantly refining the way in which behaviour is managed. On the increasingly rare occasions where there is any misbehaviour, pupils are given the opportunity to reflect on their actions. Documents show that incidents have reduced significantly, including for those pupils who have particular behavioural needs, because measures put in place to support pupils are well thought out.
- Leaders have instituted a range of measures to encourage higher attendance, including working with relevant external agencies to provide support where needed. This has resulted in figures rising rapidly so that attendance is now broadly average.
- Behaviour is not outstanding because, in a few lessons, tasks are not sharply focused enough to ensure all pupils remain fully engaged.

### **The leadership and management are good**

- Senior leaders and governors have an astute view of how well the school performs and

accurately evaluate priorities for development. They plan effectively to continue to improve the quality of teaching to ensure that outcomes for pupils continue to rise. They have successfully built a team whose members all contribute equally well towards driving the school in its aspirational vision for its pupils.

- Teachers' performance is managed well. Teachers are given a good range of support to ensure they are able to improve their practice, deliver increasingly good outcomes for pupils and therefore meet the ambitious targets they are set.
- Leaders at all levels check standards in their subjects carefully. For example, the member of staff responsible for leading physical education has evaluated pupils' needs through a methodical analysis of teachers' assessments. This has led him to put together a plan to use the new sports funding to improve the school's ability to teach gymnastics and to diversify the range of sports on offer to increase participation levels. Leaders of other curriculum areas are similarly thorough.
- Leaders have been effective in securing ever-growing involvement from parents and carers. This ranges from increased attendance at assemblies and a strengthening parent/teachers association to running special courses on 'supporting your child with reading and phonics'.
- Leaders work well with other schools to continually develop their practice; for example, by forging close links with the existing nearby bilingual school in order to shape their own provision.
- The curriculum capitalises on links across different subjects to ensure that pupils have plenty of opportunity to apply the key skills of reading, writing, communication and mathematics across their learning. This deepens their understanding as well as enhancing those skills.
- The promotion of spiritual, moral, social and cultural skills and awareness is a great strength of the school. Visits are well thought out to ensure they support the topic with which they are linked as well as enhance pupils' cultural understanding. For example, visiting a broad range of places of worship helps pupils to respect each other's faiths. The UNICEF agenda promotes social skills to a very high level as pupils take responsibility for the consequences of their actions. The moral dimension is brought into sharp focus in topics where pupils study, for example, natural disasters and the measures to prevent them and support survivors.
- The local authority knows this good school well. It provides appropriate support as requested by the headteacher, such as, for example, in her successful drive to develop middle and senior leaders' roles over the last few years.
- **The governance of the school:**
  - Governors use a range of resources to ensure they know how well the school performs in relation to schools locally and nationally. This gives them a good yardstick when they question leaders on key aspects of performance, such as asking about what measures are in place for more-able pupils. Governors audit their own performance and think strategically about how best to match skills to maximise their effectiveness. They ensure they access any relevant training to be able to discharge their duties as effectively as possible, as well as all courses helping them fulfil their statutory duties. Governors work closely with the headteacher to monitor how effective performance management systems are in improving the quality of teaching and check that this is working by gathering evidence from a range of sources. They continually check to see that pupils' academic standards are rising and support the headteacher to act decisively where teachers' performance is not producing acceptable results, including withholding progression up the pay scale where targets are not met. They are very clear on how effectively funding is spent. For example, they know that the pupil premium is well spent because gaps in pupil performance have been successfully closed. A good measure of how effective the governing body is in meeting its statutory safeguarding duties is that parents and carers unanimously acknowledge that the school keeps pupils safe.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	101020
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	425606

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	253
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	George Spencer
<b>Headteacher</b>	Bunmi Richards
<b>Date of previous school inspection</b>	13–14 November 2008
<b>Telephone number</b>	020 7228 3652
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