

# Hotham Primary School

## Inspection report

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<b>Unique Reference Number</b>	101013
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	285942
<b>Inspection date</b>	18 June 2007
<b>Reporting inspector</b>	George Rayner

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

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<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 on roll</b>	
School	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Thomson
<b>Headteacher</b>	Miss P Young
<b>Date of previous school inspection</b>	11 December 2001
<b>School address</b>	Charlwood Road Putney London SW15 1PN
<b>Telephone number</b>	020 8788 6468
<b>Fax number</b>	020 8789 8732

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This school is similar in size to most primary schools. It is located in a London borough with a diverse population. This is reflected in the characteristics of its pupils. Their socio-economic circumstances are relatively disadvantaged overall, but with considerable diversity in pupils' individual home circumstances. About half of the pupils come from a wide range of minority ethnic backgrounds, and an above average proportion is at an early stage of learning to speak English. The proportion of pupils with learning difficulties and disabilities is also above average. Registered day care is provided on the school site, run by a separate organisation. This was inspected on the same day.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features. The security and happiness of every pupil is central to all that the school does. It demonstrates its commitment by providing outstanding care, guidance and support. The effectiveness of what it does for its pupils is shown by their outstanding personal development and well-being. Pupils say emphatically that they enjoy school. They show this through their excellent behaviour and high willingness to be involved in all that the school has to offer. Pupils know very well how to live healthy lives. They enthusiastically take part in physical activities and their efforts in walking to school have been recognised by a local authority award. Pupils say that they feel safe, know who to go to if they have a concern and can explain why safety procedures such as fire drills are important. Pupils make their own considerable contribution to ordered school life through their cooperative behaviour and consideration for each other. One said, 'When you're new, other pupils look after you until you find your way around'.

Good teaching and learning, supported by a good curriculum, lead to pupils achieving well. Year 6 standards vary from year to year, depending on pupils' starting points. They were significantly above average in 2006, and are above average overall for the current pupils. This represents good progress because these pupils entered Year 3 with below average standards. Pupils develop good skills in mathematics and science, but do not always apply these well in practical tasks. Their literacy standards are significantly above average though, following excellent progress in this. Due to good provision in the Foundation Stage, children make good progress, particularly in their personal and social development and literacy skills. As a result, they are currently working securely in all of their areas of learning by the time they enter Year 1. In some years in the past however, including for the current Year 6 pupils, standards on entering Year 1 have still been below expectation for their age, particularly in literacy skills. The availability of information and communication technology (ICT) resources is less than in most schools of this size. This limits pupils' opportunities to use computers to enhance their work in all subjects.

Leadership and management are good. The headteacher provides a very clear direction for the school. Responsibilities are shared well and staff working at all levels are working conscientiously to pursue the school's goals. Since the last inspection, the school has used its self-evaluation effectively to maintain strengths in academic performance and build further upon those in care and personal development. It has addressed the need to define of the roles of teaching assistants more clearly that was identified in the previous report. Consequently, they now contribute effectively to pupils' learning. The school's track record shows that it has a good capacity for continued improvement.

### What the school should do to improve further

- Raise standards in mathematics and science to the level of those in English.
- Improve ICT resources so that pupils have better opportunities to use computers to enhance their work in all subjects.

## Achievement and standards

### Grade: 2

Standards are above average in Year 6 and achievement is good. Children's standards on entering the school are generally below those expected. There is considerable variation however, from

year to year. Children make good progress in the Foundation Stage. They quickly learn how to work together and to share their ideas by speaking and listening to each other. Pupils continue to achieve well in reading, writing and mathematics in Years 1 and 2 and reach broadly average standards by Year 2. Year 6 standards vary from year to year, reflecting pupils' starting points. They are above average overall for the current Year 6 pupils, but National Assessment results show that they have been higher in some other years, including 2006. Standards are highest in English, where they are significantly above average. Pupils make excellent progress in English because they become enthusiastic and proficient readers and learn to write confidently and interestingly in a wide range of styles. Pupils develop their mathematics skills well, but do not always use these well when working independently to solve problems. Similarly, they understand scientific processes, but do not always apply this well to reach conclusions about experiments. Because their needs are very efficiently identified and effectively provided for, pupils with learning difficulties and disabilities, and those at an early stage of learning to speak English, make as good progress as their classmates.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding. Their very high consideration for the views of others, and acceptance of different cultures and backgrounds, are huge factors in the harmony that exists in the diverse school community. Pupils readily play a part in school life in many ways, including school council and other roles. They are fully involved in their projects, for example, helping to work out budgets for playground improvements. Pupils say that they are listened to, giving many examples of ways that the school has used their good ideas, such as the introduction of a friendship bench in the playground. They are also very interested and involved in their wider community and talk knowledgeably about environmental issues. Pupils enjoy the many opportunities that they have to learn about each others' cultures by joining in their celebrations, for example, during Diwali, Chinese New Year and the Christian harvest festival. In addition to their progress in their main subjects, pupils prepare well for their futures through, for example, learning to be flexible and to work in teams. Although most pupils attend school regularly, attendance has been below average in previous years. Pupils have responded well to the school's effective work with outside agencies and parents to significantly reduce absences this year.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers' have a good understanding of the criteria for making progress in each subject. They use this very well, for example, to give pupils guidance on how to find things out through reading and to present their ideas in well structured writing. This has a considerable impact upon pupils' progress in English. Teachers plan effectively to meet pupils' differing needs. Good teamwork between teachers and teaching assistants ensures that pupils quickly receive additional help when they need it. Occasionally, however, teachers do too much for their pupils when for example, providing answers rather than throwing things open to discussion. This reduces pupils' opportunities for independence. In most lessons, teachers succeed well in involving all pupils, for example by directing questions at the small number who do not volunteer answers. In the best lessons, teachers use very challenging questions to really make pupils think and encourage them to persevere in improving their answers. Occasionally, though, teachers do not ensure

that all pupils are fully involved by bringing them into discussions. Teachers use marking well to encourage pupils and guide them on how to improve their work. They are increasingly involving pupils in evaluating their own work and identifying their own improvement targets.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, with outstanding elements. Pupils have many opportunities to learn to enjoy reading. In addition to helping them to be good readers, this shows them what they need to do to write well. The curriculum is enhanced by French from Year 3 onwards, supported by a link with a secondary school. Specialist teaching of art, music and physical education enhances provision for these subjects. Enrichment makes an outstanding contribution to pupils' personal development by stimulating their high involvement in the wide range of clubs and other activities. They are taught to be responsible and safe when taking part in physical activities. All pupils are expected to represent the school in some way during their time there and are able to do so in a wide range of sporting and cultural activities. Pupils respond extremely well and this significantly enhances their involvement and confidence. The school is aware that computer availability reduces pupils' opportunities to use ICT in all subjects. Plans are in hand to improve this.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. A belief that a caring and supportive environment is crucial to well-being and learning underpins all that the school does. As a result, pupils feel extremely secure and happy. Pupils contribute by caring for each other very well, for example when the older pupils diligently act as 'buddies' for the younger ones. All staff have had recent training in child protection. Procedures for ensuring safety are systematic and very robust. Parents and carers are well involved, informed and consulted. This significantly enhances care for pupils' individual needs by ensuring continuity at home and at school. Vulnerable pupils are carefully identified and safeguarded. Excellent use is made of a range of outside agencies to ensure high quality specialist support for all pupils who need it. The progress of each pupil is carefully tracked. Records are very accessible and used regularly to ensure that any pupil in danger of underachieving is quickly helped.

## **Leadership and management**

### **Grade: 2**

A period without a deputy headteacher has placed additional burdens upon the leadership team. Colleagues have rallied round well by temporarily taking on extra responsibilities. A permanent deputy is shortly to take up her post. Subject leaders are well involved in monitoring teaching and learning in their areas and supporting colleagues in improving their lessons. The school works closely with other schools to share good practice. Governors support the school well and are prepared to question and challenge it when necessary. Although the school's self-evaluation is not fully consistent and overestimates quality and performance in a few areas, it has provided a generally accurate view of strengths and the areas that need to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

28 June 2007

Dear Pupils

Inspection of Hotham Primary School, London, SW15 1PN

Thank you for welcoming me to your school recently. I enjoyed meeting you and I am grateful for the help you gave by talking to me and letting me look at your work. I was able to see that yours is a good school. Some things are outstanding.

You achieve well in your work. You do best in English, where you achieve very well indeed. This is because the adults encourage you to read and I could see how much you enjoy reading. This helps you to become very good readers and also to learn what makes good writing. You develop your mathematical skills and scientific knowledge well. You do not always use these well to solve mathematical problems or work out what your experiments tell you. I have asked the teachers to help you to make these as good as the rest of your work by giving you more opportunities to practise.

When I asked some of you about computers, you said that 'They are OK', but suggested that some are a bit old and there could be more. I agree and have asked the school to do all that it can to improve your opportunities to use computers.

I could see that the adults care for you very well and make sure that you are happy and safe. Some of you told me that you enjoy school very much. I could see this is true by your excellent behaviour and the way in which you join in with things so well. You are growing up very well indeed and your excellent response to all that the adults do for you help them very much. I know that they are very proud of you.

The headteacher and the other adults know how to make your school even better and are continuing to work hard together to do this. Well done to you all and good luck for your futures.

George Rayner Lead Inspector