

Shaftesbury Park Primary School

Inspection report

Unique Reference Number	101020
Local Authority	Wandsworth
Inspection number	307564
Inspection dates	13–14 November 2008
Reporting inspector	Madeleine Gerard

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	269
Government funded early education provision for children aged 3 to the end of the EYFS	66
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr George Spencer
Headteacher	Mrs Bunmi Richards
Date of previous school inspection	15 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ashbury Road Battersea London SW11 5UW
Telephone number	020 7228 3652
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Shaftesbury Park Primary is a slightly larger than average school with Early Years Foundation Stage (EYFS) provision in Nursery and Reception. Pupils come from a variety of different backgrounds. White British, Black British, Black Caribbean and Black African are the largest groups. The percentage of pupils who are learning English as an additional language is well above average although few of them are at an early stage. The percentage of pupils with learning difficulties and disabilities is more than twice the national figure. The majority of these pupils have moderate learning difficulties and/or disabilities, specific learning needs or have emotional or behavioural difficulties. There have been a number of staff changes in some classes over recent years. Wilditch, a voluntary run pre-school playgroup, is based at the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Shaftesbury Park Primary is a good school. Amongst its many strengths are the good start children make in the EYFS, the care, guidance and support given to the pupils and the pupils' personal development reflected in their good behaviour and positive attitudes to learning. Parents made a point of writing to say how much their children enjoy their time at school. One parent of a pupil in Year 6 commented, 'My child really enjoys school and has not had a day off in four years. It's a shame she has to leave next year.'

Academic standards are rising because of the successful steps the school is taking to improve provision for literacy and numeracy. Pupils are now making good progress from recent years when progress was only satisfactory. Children join the school with a range of skills and capabilities that are generally well below the expected levels for their age. Achievement is good in the EYFS where there is a good system to record children's progress in order to plan the next steps in their learning. By the end of Reception year, children are working at levels that are only just below those expected in mathematical development and in communication, language and literacy. They achieve particularly well in physical, creative, and personal and social development.

Leaders and managers have worked hard to raise achievement through the school. Initiatives include placing a strong emphasis on letters and sounds (phonics), ensuring pupils are listened to when reading everyday, increasing opportunities for pupils to practise writing in a variety of styles, as well as small group work for targeted pupils. The school has also been successful in harnessing the support of parents through literacy and numeracy workshops and offering guidance on how they can help their children with their learning at home. Parents value being able to discuss their children's education with staff. One parent commented, 'Feedback on my children's progress has been clear and positive.' Provisional results in national tests at the end of Year 6 in 2008 show standards rose sharply, particularly in English and science, and were broadly average. From their low starting points at the end of Year 2, this represents good progress. All groups of pupils, including those with learning difficulties, achieve well. The school's own assessment data show that all groups of pupils in Years 3 to 6 make good progress in reading, writing and mathematics. Outcomes in Key Stage 1, as shown by teacher assessments, have been slower to rise. This is partly due to high staff turnover and inconsistencies in the quality of teaching and learning. However, initiatives to improve literacy and numeracy are producing improved results.

Teachers make clear to pupils what they will be learning in lessons and help them to evaluate how successful they have been. Although planning often ensures that tasks are well matched to pupils' individual needs, this is not consistently the case. As a result, some lessons are more successful than others. The good curriculum rightly prioritises the acquisition of literacy and numeracy skills. The curriculum strongly promotes pupils' social and emotional development, and ensures their good personal skills throughout the school. Pupils appreciate the good opportunities they have to participate in sporting activities, including swimming and hockey, that encourage their positive attitudes to keeping fit and healthy. Parents praise the care, guidance and support their children receive. One typically wrote, 'I believe this is a school where the children are really well cared for all the way through from Nursery to Year 6.' The headteacher, senior leaders and curriculum managers set a clear direction for the school, closely linked to school improvement and raising standards, and there is good capacity to improve further. New systems to check the progress pupils are making are in place, although analysis

of assessment data is not yet readily accessible for staff and managers to use to raise standards further. The school works effectively to encourage regular attendance and good punctuality and as a result attendance is steadily improving.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Well-established routines help children to settle into the EYFS quickly. There are close links between school and parents, which are used very well to support the children's individual needs. For example, parents are encouraged to work with their children at home by reading and talking with them about what they have learned in school each day. Developing children's personal and social skills is prioritised well. They learn to take turns, share equipment, and work well with each other. Lessons provide interesting and challenging opportunities for them to learn in each area of the curriculum. Daily activities provide a good balance between those led by adults and those chosen by the children. One parent wrote, 'My child is taught extremely well and loves his teacher.' Improvements to the play equipment in the outdoor areas are enabling children to make very good progress in their physical development. Speaking and listening are well promoted. For example, at the end of activities, children enjoy discussing what they have been learning. The leadership and management of the EYFS are good. Teaching and the curriculum are carefully monitored. Leaders are aware of the need to improve provision for literacy and numeracy further so that more children reach the expected levels in these skills by the end of the EYFS.

What the school should do to improve further

- Make better use of the information gained from the assessment and tracking systems to plan the next steps in pupils' learning.
- Ensure all teaching is as good as the best by matching work more closely to different learning needs and providing appropriate challenge.

Achievement and standards

Grade: 2

From starting points that are well below expectations for their age, all groups of pupils make good progress and achieve broadly average standards by the end of Year 6. Standards in national assessments at the end of Year 2 also show improvement due to targeted support for pupils and less changes of teachers. However, despite the school's efforts to raise the standards in reading, this year standards were still below average. The school's own assessment information and work in their books show more Year 2 pupils are on track to reach the expected levels. Higher up the school, standards are improving, in particular, the 2008 provisional test results in English in Year 6 show a significant rise. Pupils with learning difficulties and disabilities are well supported in lessons and in small group sessions. Consequently, their progress is good. The school uses information on pupils' abilities well to set them challenging targets. These are largely met so that all groups of pupils achieve well in comparison with the outcomes expected from their starting points.

Personal development and well-being

Grade: 2

Pupils are enthusiastic to contribute to the school community, for example as members of the school council and by taking on responsibility for rewarding good behaviour during assemblies.

This, together with success in inter-school sporting competitions, opportunities to take part in performances at a local cultural centre and in school, helps their self-confidence and self-esteem to grow. Pupils contribute well to the local community, for example through enhancing the environment working on a local allotment project. The elected 'friendship monitors' are successful in supporting pupils to work and play well together. Pupils enjoy raising money for charities, which encourages generosity of spirit. Their knowledge of how to keep themselves safe is satisfactory. They have a good awareness of a variety of world religions and of cultures in their school and local community, which is developed through thoughtful assemblies, visitors and visits to a variety of local religious centres. Their understanding of national and global communities is satisfactory. Pupils' good personal development and average standards in basic skills, prepare them satisfactorily for the next step in their future education.

Quality of provision

Teaching and learning

Grade: 2

Teachers use very effective approaches to encourage consistently good behaviour in lessons and plan interesting tasks that motivate pupils well and ensure good progress. For example, pupils in Year 6 were presenting their literacy work using an interactive whiteboard. Pupils enjoy the well-planned opportunities to discuss their ideas in pairs. This develops their good personal skills and helps to foster confidence and fluency in speaking. The good progress made by pupils who struggle with basic literacy and numeracy and those who need help to settle in class is due principally to the work of committed additional adults who contribute very effectively by working with small groups and individuals. However, in a minority of lessons, planning does not consistently ensure all pupils are set appropriately challenging tasks and work is not always as well matched to the wide range of ability in each class.

Curriculum and other activities

Grade: 2

Pupils have good opportunities to use computers in a range of subjects. For example, pupils in Year 5 used computers to present the results of science experiments. There are some links developing between other subjects, particularly history and geography, although these are not consistently in place. Mixed-age classes are well supported through the structure of planning, which is well thought out over a two-year cycle to ensure work is not repeated and skills are worked on systematically. Pupils in Years 3 to 6 learn Italian and in Years 5 and 6 they learn Latin. Visits to local places of interest and residential visits to France and to activity centres ensure pupils enjoy their learning and develop their social skills. There is a range of popular extra curricular clubs including chess, art and crafts, tennis and French. One pupil enthused, 'It's a good school. I like swimming, the playground equipment and after school clubs.' The breakfast and after-school clubs are also well-attended. There are good opportunities for more able pupils to develop their interests and skills through links with local secondary schools and a Saturday literacy and numeracy club.

Care, guidance and support

Grade: 2

Procedures to safeguard pupils' well-being, safety and health are rigorous and all members of staff are well trained. The school has strong links with a wide range of outside agencies to

promote pupils' personal development and well-being successfully. Vulnerable pupils are very well supported through individual and small group sessions with the committed learning mentor, and through opportunities to discuss any concerns with trained counsellors. Pupils and parents are confident that adults will take action should any problems occur. One parent typically commented, 'Staff listen when there are problems. I like that.' Helpful group targets ensure pupils know how to move up to the next level in their work. Marking is also used consistently well to make clear how pupils can improve their work further and older pupils are developing skills in evaluating the quality of their own work. Teachers check the progress of pupils in reading, writing and mathematics carefully. However, information gained from the recently introduced whole-school tracking system is not always analysed sufficiently promptly and precisely enough to ensure that it is fully effective as a tool to raise standards further.

Leadership and management

Grade: 2

The headteacher and staff place great store in promoting pupils' personal development and this is reflected in the pupils' good behaviour, relationships and well-being. They have had particular success in creating an environment where pupils enjoy school and want to learn. Monitoring and self-evaluation lead to the identification of appropriate development needs, although there remains room for more consistency in the analysis and use of information from assessments. Significant areas for development, such as the need to improve standards in literacy, have been tackled successfully and the strategies employed to raise standards in mathematics show signs of improvement. The governing body is committed, supportive, and is looking for ways for the school to develop community cohesion further.

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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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

27 November 2008

Dear Pupils

Inspection of Shaftesbury Park Primary School, London, SW11 5UW

Thank you very much for your warm welcome and for helping us when we visited your school recently. Shaftesbury Park Primary is a good school.

We want to tell you what we found. These are the best things about your school.

- You enjoy school and with the support and encouragement of the staff, you are attending more regularly than in the past.
- The youngest children get off to a good start in the Nursery and Reception.
- You know a lot about how to stay healthy. Many of you are doing several activities to keep fit.
- You enjoy the opportunities you have to take on responsibility.
- Most of you behave sensibly in class and around the school.
- Those of you who find learning difficult get lots of extra help and make good progress.
- The school makes real efforts to ensure that everyone feels safe and happy. Your parents like this aspect of the school's work too.

We have asked the school to make sure that teachers always plan work that is at just the right level of difficulty for you. We have also asked the school to analyse all the information it collects about how well you are doing in order to raise standards further. You can help by letting your teachers know if you could manage some more challenging work and by continuing to come to school regularly and on time.

Finally, we would like to thank you once again for your help and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead Inspector