

# Miles Coverdale Primary School

## Inspection report

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<b>Unique Reference Number</b>	100326
<b>Local Authority</b>	Hammersmith And Fulham
<b>Inspection number</b>	335523
<b>Inspection dates</b>	14–15 January 2010
<b>Reporting inspector</b>	Sarah McDermott

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 of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise Burke
<b>Headteacher</b>	Taranum Baig
<b>Date of previous school inspection</b>	22 March 2007
<b>School address</b>	Coverdale Road Shepherds Bush London W12 8JJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 60% of their time looking at learning. They visited 14 lessons and observed 12 different teachers. They held meetings with the headteacher, governors, staff and groups of pupils. They scrutinised pupils' exercise books and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed pupil, staff and parent and carer questionnaires.

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

- whether all groups of pupils and in particular White British pupils and those who are more able achieve equally well
- whether attendance rates are sufficiently high
- whether teachers accurately match work and activities to the needs of pupils with differing abilities
- the effectiveness of senior leaders in driving improvement, particularly in teaching and learning.

## Information about the school

Miles Coverdale is an inner-city school. Nearly half of pupils are eligible for free school meals. Most pupils are from minority ethnic backgrounds, with Black Caribbean or Black African pupils forming the largest group. Almost three quarters of the school population do not speak English at home. The school has a specialist unit for up to 20 infant pupils who need particular help with speech and communication. The proportion of pupils with special educational needs and/or disabilities is similar to that in an average primary school. The school runs a breakfast club for up to 20 pupils. It has gained the Active Mark and Healthy Schools 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Miles Coverdale is a satisfactory and happy school where pupils from many different cultural and ethnic backgrounds get on very well together. The behaviour of the pupils is outstanding. They move about the school sensibly and are polite and courteous to visitors.

Most pupils make satisfactory progress in their learning. Year 6 mathematics results in 2008 were low; they have increased to national average levels in 2009. Pupils make satisfactory progress in science and in reading but slow progress in writing, where attainment remains low because there are too few opportunities to write at length across areas other than English. Pupils in the specialist unit make good progress in their learning because of very well-pinned individual attention. 'The language unit is a fantastic resource! Our child has made wonderful progress since starting, both emotionally and in relation to her speech and language needs', declared one parent. Elsewhere pupils with special educational needs and/or disabilities learn well, but more able pupils are not always set sufficiently challenging work or activities to help them make appropriate progress. White British pupils make the same satisfactory progress as Black African and Caribbean pupils.

The quality of teaching is satisfactory overall but remains too variable across classes. The good practice of some teachers in using the growing bank of data on pupils' progress to plan for different academic needs is not replicated in all classes.

The school has a good curriculum with a particularly successful out-of-hours programme of clubs and visits.

Historically, attendance rates have been low and there are a few pupils who attend for less than 80% of the time. The school staff, aware this could have a negative effect on these pupils' learning, are ensuring that they are supported to make the same progress as their peers. Recent joint initiatives between the local authority and the school are having a positive effect. In the autumn term, attendance figures were close to average. Pupils are also realising the importance of regular attendance. One boy commented, 'At school I learn things when I am in class and when I'm absent I don't learn a lot.' The school recognises there is still work to be done in reinforcing the message with parents and carers.

The headteacher and her senior management team have a sound capacity to improve the school. This is demonstrated in the improving attendance and in the rising attainment of the pupils. The school has a clear grasp of the areas in which it needs to improve. Its self evaluation, although generous at times, is broadly accurate.

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

- By the end of the summer term 2010, improve attendance levels to the target agreed with the local authority of 93% by:
  - continuing to work with parents and carers to emphasise the importance of attendance on their child's learning and progress.
- Ensure the good practice seen in some lessons of using data to match work and activities to the needs of individual pupils, in particular those who are more able, is consistently followed in all lessons.
- Raise attainment in writing by:
  - providing more extended opportunities across the curriculum for pupils to write independently and at length.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy coming to school to meet their friends and teachers. Newcomers are warmly welcomed and quickly become involved in pupils' games. Pupils keenly include their peers from the specialist unit when they have lessons together. In a good joint science lesson, pupils willingly worked together to investigate forces and share out the 'pushing and pulling' experiments. In lessons, pupils learn satisfactorily. By the time they leave in Year 6, pupils have made satisfactory progress overall and their attainment is broadly average, although they do better in mathematics than in English and science. They follow the teachers' instructions carefully and behave very well. However, sometimes, the pace of pupils' work lacks urgency and they do not get as much work done as they should. Pupils are starting to evaluate their own progress by giving traffic light colours to their finished work. They appreciate regular marking by their teachers but do not always follow up written suggestions to reinforce their learning. More able pupils report that they could do harder work and feel they could be given greater scope to take the initiative and learn more independently. In the past few years, not enough pupils have attained the higher levels in their key stage tests. Pupils with special educational needs and/or disabilities make good progress because staff give them well-planned activities. Pupils who arrive at school with very little English make a good start in picking up basic language skills. Thereafter they make similar progress to their English-speaking peers.

The spiritual, moral, social and cultural development of the pupils is good. In personal, social and health education lessons pupils are able to reflect on the 'ups and downs of the week' and learn how to make sensible choices. Pupils are interested in the different faiths and backgrounds of their fellows and report that they feel safe in school. Members of the school council are responsible and proud of their role: 'We are the voice of the kids', they say. Many pupils walk to school and make the most of physical activities, such as swimming and football. However, a minority of pupils are not as punctual as they should be in the morning and some do not attend regularly. This, in turn, means that they make only satisfactory preparation for the next stage of education and

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eventually the world of work.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers are welcoming and ensure their pupils feel at ease with learning. Well-established routines mean pupils waste little time in settling down, so lessons usually start promptly, with a clear explanation of what the pupils are expected to learn. Adults are quick to deal with pupils' questions or to notice when a pupil gets stuck. Paired discussions and group work inspire pupils to help and learn from each other. Some teachers encourage pupils to gauge how they are progressing, by giving their own work a red, orange or green traffic light signal, but this good practice is not consistent across all classes. Each pupil has learning targets, but pupils are not all sufficiently clear whether they have met them because they are not updated regularly and not mentioned often enough in the teachers' marking comments.

The school provides a stimulating and interesting range of trips and extra-curricular activities which have a positive effect on pupils' personal development. One pupil wrote, 'I enjoy my school because we do fun things and it keeps me healthy. It has lots of

<sup>1</sup> 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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clubs and my favourite is Spanish club.' In lessons, teachers engage pupils well when using interesting, hands-on resources, for example, handling a gas mask in a history lesson or introducing activities pupils find relevant to them in the modern world, such as learning to use email. However, teachers do not all make the best use of information on pupils' progress to plan work that allows the more able pupils to make sufficiently good progress. Work to adapt the way mathematics is taught has reaped rewards in pupils' good achievement. The school is starting to investigate strategies to improve attainment in writing by introducing more chances for extended writing in lessons other than in English.

Staff know the particular needs of individual pupils well. They understand the difficult histories of some pupils and work closely and well with outside agencies to help them to progress. One parent with a child who found it difficult to behave commented, 'Since my child started here and received help with her behaviour and education, I have had a stress-free daily life.' For the most part, the school has well-organised arrangements for pupils' care, but there is insufficient rigour in completing risk assessment for some trips.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and her team of assistant headteachers are clear about the school's strengths and weaknesses. Governors and senior managers are aware that attendance is an issue for improvement. Initiatives by the school and in conjunction with the local authority are gradually making a positive difference. Subject leaders regularly observe lessons, with a growing focus on improving the learning of the pupils as opposed to checking the mechanics of teaching. Governors are key players in the refurbishment of the school and developing extended services. They understand the school's context and are beginning to be better involved in setting appropriate priorities.

The school meets all safeguarding requirements. All staff have been suitably trained in child protection procedures and the school is now addressing the good practice of ensuring all governors are similarly trained. The school makes a point of including pupils in all possible activities, including after-school clubs and trips and making sure there is no discrimination. It is collating useful information on how different groups of pupils are performing and starting to successfully address disparities. Pupils in the specialist unit feel particularly valued members of the school. There is good collaborative working with external agencies to support vulnerable pupils. The headteacher and her senior

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management team have a good knowledge of pupils' religious, ethnic and socio-economic backgrounds and lead a strong, very cohesive school community, in which many different cultures and faiths are represented. Pupils also have a good understanding of the way of life of communities in other countries, but are less familiar with different ways of life in other parts of the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage because all staff are comforting and encouraging. Those who arrive with very little or no English are well supported to overcome their lack of confidence and are soon keen to participate and try out new activities. Parents and carers are welcome to stay to help their children in their first few days. This all contributes to children making particularly good progress in their personal and social skills. As a result children behave well and learn to take turns and share toys sensibly. Children make at least satisfactory progress in all other areas of learning. Many still have limited language skills when they move into Year 1, but have progressed as expected from a very low starting point. Number, calculation and problem-solving skills improve well when children count out objects and look for patterns in sorting coins. However, staff realise that they do not always provide enough opportunities for early mark-making ' especially important as improving writing is a priority for the whole school.

Children thoroughly enjoy the stimulating indoor activities, but outdoor areas are not so well used. Staff maintain effective, regular assessments of children's progress and welfare to make sure what is being planned matches the children's needs. They are



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particularly adept at ensuring children of different abilities can make the most out of the same activity through careful questioning at different levels. The new Early Years Foundation Stage leader is getting to grips with her role and is currently providing satisfactory leadership. Parents and carers are pleased with the good quality information they receive about their children's performance.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

### **Views of parents and carers**

About a quarter of parents and carers returned questionnaires and of these the majority are pleased with the way their child is looked after and helped to make expected progress in learning. A few parents and carers added comments indicating that they would like more information to help them support their child's learning and more challenging homework such as projects to develop their child's independence. The inspection team finds that the school is working well to keep up good communication with parents and carers, but agrees that some work could be more stretching, particularly for the more able.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Miles Coverdale 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	70	16	30	0	0	0	0
The school keeps my child safe	31	57	21	39	1	2	0	0
The school informs me about my child's progress	32	59	21	39	1	2	0	0
My child is making enough progress at this school	23	43	27	50	3	6	0	0
The teaching is good at this school	31	57	19	35	1	2	0	0
The school helps me to support my child's learning	27	50	21	39	5	9	0	0
The school helps my child to have a healthy lifestyle	28	52	22	41	1	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)	23	43	25	46	2	4	0	0
The school meets my child's particular needs	21	39	28	52	2	4	0	0
The school deals effectively with unacceptable behaviour	17	31	32	59	2	4	0	0
The school takes account of my suggestions and concerns	22	41	27	50	1	2	0	0
The school is led and managed effectively	19	35	29	54	1	2	0	0
Overall, I am happy with my child's experience at this school	29	54	23	43	1	2	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 January 2010

Dear Pupils

Inspection of Miles Coverdale Primary School, Shepherds Bush W12 8JJ

We thoroughly enjoyed our visit to your school. Thank you very much for helping with the inspection by talking to us and showing us what you can do. Your school offers you a satisfactory education. We agree with your parents and carers that, you are in safe hands and that you enjoy school.

You get on very well with your teachers and friends. We were impressed with the way you welcome and include new pupils in your games. Your behaviour is excellent and we are pleased that you know how to lead safe and healthy lives. We were especially impressed with the way you are helping to design your new playgrounds. However some of you have too many days off school so your learning suffers.

You make satisfactory progress in English and science and good progress in your mathematics. Your teachers agree with us that you could improve your writing more. Although some teaching is good, there are some classes where expectations of what you can do are not high enough, especially for the more able pupils. Your headteacher and her team of senior teachers lead the school satisfactorily. They know what needs improving, have already helped you gain better results in your mathematics and now are concentrating on improving your writing.

To make your education better, I have asked your school to do three things:

- improve your attendance rates so you do not miss out on valuable learning time
- give you more exciting opportunities to write in lessons other than in literacy classes.
- make sure that the more able of you have work that is not too easy.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be positive, behaving exceptionally well and coming to school.

Yours sincerely

Mrs Sarah McDermott

Lead inspector

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