

East Sheen Primary School

Inspection report

Unique Reference Number	102885
Local Authority	Richmond Upon Thames
Inspection number	323708
Inspection date	17 September 2008
Reporting inspector	Alison Grainger

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	404
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Simon Danciger
Headteacher	Mr David Ford
Date of previous school inspection	6 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Upper Richmond Road West London SW14 8ED
Telephone number	020 8876 7484
Fax number	020 8878 8451

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- The quality of the start given to children in the Reception Year.
- The influence of teaching on pupils' progress throughout the school.
- How well pupils are helped to develop independence, initiative and understanding of their learning.

Evidence was gathered from the school's data on pupils' progress; visits to lessons and scrutiny of pupils' work; observation of an assembly; discussions with staff, governors, parents and pupils; and analysis of responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments of these areas, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

The school draws about two-thirds of its pupils from the immediate area and others travel from further afield. Most pupils are White British although a significant number are from other ethnic backgrounds. A few pupils are at an early stage of learning English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is below average, but the percentage with a statement of special educational needs is higher than in most schools. These pupils' needs are varied and some have complex learning difficulties. A below average proportion of pupils is eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which is highly regarded by pupils and their parents. One parent, reflecting the views of many, observed that it is 'a wonderful school that is friendly, confident and vibrant.' Parents and pupils communicate real enthusiasm and use words such as, 'fantastic', 'excellent' and 'brilliant' when giving their views of the school. A huge number of parents emphasise how well the school includes and supports all of its pupils.

Achievement is outstanding. Although most children enter the Reception Year with skills at least at the level expected, there is a wide range of individual starting points and capabilities. As a result of at least good progress in all years, pupils' standards are exceptionally high by the end of Year 6. Not only do almost all pupils reach the level expected for their age in English, mathematics and science, but most also attain the higher level. Pupils with learning difficulties and/or disabilities make tremendous gains and are given all the support they need to realise their full potential.

High achievement is promoted by teaching that is of an outstanding quality overall. Almost all teaching is at least good, and much is excellent. Many strengths are evident, such as the clarity with which teachers explain the objective of each lesson and the careful way in which learning is checked at the end. Teaching is distinguished in particular by high expectations of the standards that all pupils are capable of reaching. In order to realise these high expectations, adult support and tasks are very carefully matched to pupils' individual learning needs.

The broad, stimulating and innovative curriculum provides many excellent opportunities for pupils to succeed in a wide range of subjects. A particularly exciting and successful development since the last inspection is the introduction of 'Fab Fridays' for pupils in Years 3 to 6. These Friday events very successfully promote active learning, independence, initiative and skills in teamwork. Very effective use of new resources for information and communication technology ensures that pupils' skills in this area develop to a high standard and contribute to their independence as learners.

Pupils are prepared extremely well for their future lives because of the high level of attention given to their personal as well as their academic development. Care, guidance and support for pupils are outstanding. Clear individual targets for writing, mathematics and personal skills do much to help pupils to understand and take responsibility for their learning.

Almost all pupils behave well all of the time. They point out that the headteacher 'loves people with self-discipline'. Relationships are excellent, and pupils say that, 'Everyone is nice and there are no enemies'. Pupils learn from the very good example set by all adults in the school. It is no wonder that pupils enjoy school hugely.

Pupils have an excellent awareness of how to keep fit and healthy because of the emphasis the school gives to this. They speak very knowledgeably about the importance of a balanced diet and really appreciate the exceptionally good school lunches. They know a good deal about how to stay safe and have a keen understanding of the measures the school takes to ensure their safety. Pupils make a good contribution to the school and wider community, for example, by raising funds for charities and through the work of the school council.

The school has moved forward very effectively in many ways since its last inspection. Advances have been made because of highly focused leadership and management and a strong commitment to ensuring the very best for all pupils. Teamwork is of the highest quality.

Governors provide excellent challenge and support. Developments over the last three years and effective planning for the future show that the school has outstanding capacity to improve even further. Self-evaluation supports improvement extremely well. Even so, the school recognises that its analysis of the impact of provision, particularly teaching and the curriculum, on pupils' progress has the potential to be even more rigorous. This is evident, particularly, in the school's evaluation of how well it promotes progress in the Reception Year, which it had judged as better than it is.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents are pleased with the good start given to their children in the Reception Year, particularly the outstanding attention to their personal development and well-being. The school's excellent promotion of each individual's welfare and very strong partnership with parents begins as soon as children enter Reception. Many parents comment on the exceptional way in which their children are helped to settle and grow in confidence.

By the end of Reception, achievement is good and standards are above the level expected in all areas of learning. Although there were no children in Reception at the time of the inspection, the school's records of the standards reached and evidence of its provision, show that the impact of teaching and the curriculum on children's learning are good. There is good use of information on how well children are progressing in order to identify who needs extra help. Children who have learning difficulties and/or disabilities are given much effective support.

The Reception provision is led and managed well. New accommodation for the children about to start in Reception shows that the school's provision for these young children should improve considerably. However, the school has overestimated the impact that it has already had on children's learning. It has not been rigorous enough in evaluating precisely how provision, particularly teaching and the curriculum, influences children's progress. This has led to the school judging the progress promoted as outstanding, rather than good.

What the school should do to improve further

- More rigorously evaluate the impact of provision, especially teaching and the curriculum, on pupils' progress, particularly in the Reception Year.

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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?	1
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?	1
The capacity to make any necessary improvements	1

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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

26 September 2008

Dear Pupils

Inspection of East Sheen Primary School, London, SW14 8ED

Thank you for helping us when we visited your school. We enjoyed watching your lessons, talking with you and finding out about your school. You told us that your school is brilliant and that you really enjoy being there. We are not surprised that you are so enthusiastic about school because East Sheen is an outstanding school.

We saw that you are very happy and friendly young people who get on well with each other and with the adults in school. Your behaviour is excellent. You know a huge amount about how to stay fit and healthy and are very lucky to have such fantastic school lunches. You know a good deal about how to stay safe as well and told us that you feel safe at school. The adults all look after you very well.

By the time that you get to the end of Year 6 you have made outstanding progress. This is because you work hard and also because the teaching is excellent. Teachers and teaching assistants are very good at meeting your needs. They give those of you who find learning hard extra help. They also make sure that work is hard enough for those of you who learn quickly.

You have lots of exciting activities and 'Fab Fridays' sound fantastic. The activities provided help you to be independent and work well in groups as well. Your targets are also helping you to learn and to be responsible for your learning. Make sure you keep using them.

Your school is extremely well led and managed. All the adults do their best to make sure that you learn as much as you can in interesting ways. The school is even better now than when inspectors last visited it three years ago. The adults are continually planning new improvements. We have asked them to look even more carefully at how well the school helps you to learn, particularly in Reception. This should help it to become even more successful and even better at judging how well it meets your needs.

You can help by always doing your best and by continuing to be such pleasant, friendly and sensible young people.

Yours sincerely

Alison Grainger

Lead Inspector