

Sullivan Primary School

Peterborough Road, London, SW6 3BN

Inspection dates 25–26 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. Leaders and managers, including governors, check the quality of provision effectively. As a result, teaching is improving and achievement is rising.
- The headteacher and the deputy headteacher provide strong leadership for the school. They have been effective in tackling underperformance to bring about improvements in pupils' achievement.
- The governors play an effective role in supporting and challenging the school leaders. They are committed to ensuring that the school continues to develop and improve.
- The school is highly effective in promoting pupils' spiritual, moral and cultural development, and preparing them for life in modern Britain.
- The relationships in the school are strong, and the morale in the school is high. Staff are overwhelmingly supportive of the school's leadership.
- Pupils are polite, courteous and respectful to each other and adults. Pupils behave well and feel safe.
- Teaching is good and continually improving. As a result, pupils make good, and sometimes rapid progress.
- Pupils' attainment improved in Key Stage 1 to well above average in reading, writing and mathematics. Their attainment also improved in Key Stage 2 to well above average in reading and mathematics.
- Teaching assistants are skilled and are used effectively to support pupils' learning.
- Pupils eligible for additional funding receive highly effective support from teachers and teaching assistants. As a result, they make at least good progress and achieve well.
- Children in the early years get off to a good start. As a result of the good teaching, care and support, children make good progress in their learning. They are prepared well for Year 1.

It is not yet an outstanding school because

- The quality of teaching over time is not strong enough to ensure pupils make rapid progress across all the year groups.
- The most-able pupils are not always challenged sufficiently in lessons.
- Pupils are not always given time to respond to teachers' marking of their work to make improvements and deepen their understanding.
- Some pupils, particularly the less-able learners, do not always finish their work in lessons and the presentation of it is sometimes poor.
- The attainment in writing at Key Stage 2 is not as strong as in reading and mathematics, especially for boys. Sometimes, pupils' handwriting is untidy.
- Although attendance is improving, it is not yet high enough. Some pupils' punctuality is poor.

Information about this inspection

- The inspectors observed pupils' learning in 23 lessons, six of them jointly with the headteacher or the deputy headteacher. Inspectors also observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils, and inspectors listened to pupils read in Years 1 and 6 and discussed their reading with them.
- The inspectors held discussions with senior and middle leaders, and three governors, including the Chair of the Governing Body. A discussion was also held with a local authority representative.
- The inspectors examined a range of documents, including information on pupils' progress across the school, improvement plans and checks on the quality of teaching. They also examined the school records relating to behaviour, safety and attendance.
- The inspectors scrutinised pupils' books and written work to see what progress they make and the quality of teachers' marking and feedback to pupils.
- The inspectors took account of 51 responses received from parents to the online questionnaire (Parent View). In addition, inspectors spoke to parents in the playground at the start of the school day.
- The inspectors also considered 34 questionnaires completed by staff.

Inspection team

Avtar Sherri, Lead inspector

Additional Inspector

Bruce Waelend

Additional Inspector

John Cavill

Additional Inspector

Full report

Information about this school

- Sullivan Primary School is larger than an average-sized primary school.
- The school has a full-time Nursery class and two full-time Reception classes.
- Some of the classes in Years 1 to 4 consist of pupils from mixed ages with varied number of pupils. There are two Year 5 classes and one Year 6 class.
- Pupils come from a wide range of ethnic groups, with the largest group being from Black or Black British African background. The proportion of pupils from minority ethnic heritages is well above average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported by the pupil premium funding is well above average. This is additional government funding provided to give extra support to disadvantaged pupils known to be eligible for free school meals and to those who are looked after.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- In July 2013, there were plans by the local authority to close the school because of 'surplus primary school places' in the area. However, the decision to close the school was reversed in June 2014. There were a number of families who chose to leave the school due to the uncertainty of closure. This explains the varied numbers of pupils in the mixed-aged classes. The school also experienced staff turnover over this period.
- In January 2015, the school received a letter by the Minister of State for Schools stating that it was 'amongst the 100 top performing schools in the United Kingdom'.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and an after-school club.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding so that pupils make rapid and sustained progress in all year groups by ensuring that:
 - the most-able pupils are always challenged sufficiently in lessons and moved on quickly to more demanding work
 - pupils are given sufficient time to respond to teachers' comments in marking to improve their work and deepen their understanding
 - time is used effectively in lessons to enable pupils to complete their work, and to present it well, to make the best possible progress.
- Raise pupils' attainment in writing at Key Stage 2, especially of boys, by ensuring that:
 - pupils are given time to write more in English lessons, and have sufficient opportunities to practise their writing skills in other subjects and topics
 - pupils' untidy handwriting is always countered by teachers.
- Improve attendance and punctuality further through forging stronger links with parents so that they are all fully supportive of the school's effort to bring about improvements.

Inspection judgements

The leadership and management are good

- Leaders and managers, including governors, are strongly committed to improving the school. The headteacher communicates high expectations of staff and all pupils, and her ambition for the school is shared by the governors and staff. As a result, the morale in the school is high and there is a purposeful atmosphere for learning to thrive.
- The headteacher and the deputy headteacher have been effective in tackling underperformance. They provide teachers with effective support and training to improve the quality of teaching. As a result, achievement has improved.
- Middle leaders are effective in their roles. They have opportunities to check the quality of teaching and the progress of pupils. As a result, they are able to hold teachers responsible for pupils' progress. Their roles are enhanced by senior leaders through providing them with appropriate training opportunities, and involving them in senior leadership meetings and in the development of the school improvement plan.
- The school improvement plan quite rightly identifies the main priorities of the school with appropriate time scales for actions. However, the role of governors is not always identified to ensure that they are fully involved in assessing the impact of actions to hold senior leaders responsible for their work.
- There are effective systems in place to check the progress of different groups of pupils, and to identify those who are not making the expected progress. Pupils who fall behind with their learning are quickly identified and provided with highly effective support. This ensures that weaker learners, including disabled pupils and those who have special educational needs, make good progress. This reflects the school's commitment to removing any barriers to pupils' learning, and promoting equality of opportunity and tackling discrimination.
- Senior leaders involve teachers and managers in the process of tracking the progress of pupils. Leaders are beginning to use the system of managing the performance of teachers much more effectively to hold teachers to account for the progress their pupils make, including decisions on rewarding salary increases.
- Leaders, including governors, ensure that the additional funding for disadvantaged pupils is used effectively. As a result, these pupils make similar, and sometimes better, progress to their classmates.
- Leaders work effectively with early years staff to ensure that provision is effective and children make good or better progress, and are prepared well for Year 1.
- The subjects taught in the school are broad and balanced, and are effective in engaging pupils in their learning and providing them with wider experiences. For example, there are good opportunities for pupils to be involved in a range of trips, visits and sporting activities. Music is strong in the school with pupils learning musical instruments, and opportunities to enjoy singing and perform in the Royal Albert Hall and the O2 Arena. The school is working successfully to implement the new primary curriculum. However, the curriculum is yet to ensure that most-able pupils are always challenged in lessons to achieve highly, and that achievement in writing in Key Stage 2 is as strong as reading and mathematics.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils know about different cultures and religious beliefs represented in Britain and show respect for diversity. Through their involvement in the elections for the school council and their visits to the Houses of Parliament for debates, pupils know about democracy and the rule of law. They learn about tolerance, respect and British values. The school prepares pupils effectively for life in modern Britain.
- The primary school sports funding is used effectively to widen the range of clubs on offer and to increase pupils' participation and performance in sport. Pupils enjoy the greater opportunities to be involved in competitive games with other schools. The school has employed a sports coach and teachers have received coaching and training. As a result, the quality of teaching in physical education is improving.
- Safeguarding arrangements are effective. Leaders and governors work closely to ensure that pupils are kept safe.
- The breakfast club provides a healthy and enjoyable start to the school day. This, together with the after-school club, gives pupils further opportunities to play games, interact and socialise with each other.
- This good school has received some support from the local authority on improving its early year's provision.
- **The governance of the school:**
 - Governors are skilled and knowledgeable, and they attend training to improve their ability to hold school leaders to account and to help bring about improvements. They visit the school regularly and know the school well, including its strengths and areas for development. They check how well the school is doing in comparison to other schools nationally.
 - Governors receive good-quality information on the quality of teaching from the headteacher, and are

increasingly involved in the management of teachers' performance and know how pay is used to reward the best teachers. They manage the performance of the headteacher and set challenging targets on raising the achievement of pupils.

- Governors ensure financial management is effective. They have a secure understanding of how the pupil premium and sports funding are used, and their impact on improving pupil outcomes.
- Governors worked tirelessly and effectively with leaders to ensure the smooth running of the school during the difficult period when the school was facing closure. This reflects their high level of commitment to the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are friendly and courteous, and respectful of each other and staff. Pupils' behaviour is consistently good, both inside and outside classrooms. They have good attitudes to their learning, and this makes a strong contribution to their progress.
- Lunchtimes are very orderly, and pupils socialise well with each in the dining hall. They show respect for the school environment through being careful not to throw any litter around the school.
- Pupils from all backgrounds get on exceptionally well with each other, and pupils say that bullying or name-calling are rare. They say that behaviour in the school is good and is improving because of the new behaviour policy. However, they say that occasionally a few pupils lose concentration and talk when the teacher is talking.
- Pupils enjoy the responsibilities they are given in the school, for example prefects, head boy and head girl, sports captains and members of the school council.
- Behaviour is not outstanding because teachers occasionally have to remind some pupils to concentrate on their work. As a result, progress slows. Also, some pupils do not take enough care with their work, and sometimes it is poorly presented.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in the school, and that they are able to easily approach a member of staff if they have any worries or concerns.
- Pupils know how to keep themselves safe because they are taught well about safety. For example, they know about road and fire safety and how to keep safe when using the internet.
- Pupils are aware of different types of bullying; they know about racist, homophobic and cyber-bullying. They say that bullying or any other types of oppressive behaviour are not an issue in the school. School records show that the number of bullying incidents is very small, with no recent incidents of exclusion.
- Attendance is improving and the current school records show that attendance is on track to be in line with the average. However, attendance over time has not been improving rapidly enough. A few pupils sometimes have punctuality that is not consistently good. Although the school is working hard with parents to improve attendance, a small minority of parents are yet to be persuaded of the importance of their children attending school more regularly. However, the school works tirelessly to ensure that pupils are safe.
- Parents that responded to Parent View, including those parents that inspectors spoke to, say that behaviour and safety are good in the school. Inspectors agree.

The quality of teaching is good

- The quality of teaching over time is good, and is effective in developing pupils' skills and understanding in reading, writing and mathematics. Senior leaders have been successful in improving the quality of teaching through effective training and support.
- The strong relationships between staff and pupils are a common feature in all lessons. Pupils say that their teachers are a strength of the school. They feel valued and motivated to learn, and do their very best in most lessons.
- Pupils show a real enjoyment of reading. The weaker readers in Key Stage 1 are able to use their knowledge and understanding of phonics (the sounds that letters make) effectively to read difficult words. Teachers use daily reading sessions effectively to develop pupils' reading skills, with opportunities for pupils to talk about a wide range of texts, and reflect deeply about their reading.
- Teachers have good subject knowledge in mathematics, and pupils are taught a range of calculation skills

to help them solve mathematical problems and investigations. Pupils say that they enjoy their mathematics lessons.

- Pupils enjoy learning Spanish. Pupils in a Year 5 Spanish lesson were given sufficient opportunities to read and write in Spanish, and teachers' subject knowledge extended pupils' vocabulary well.
- Pupils frequently share their ideas with others. They work successfully in pairs and groups, and have good opportunities for speaking and listening. This helps pupils to develop their social and communication skills, as well as helping pupils who speak English as an additional language to make at least good progress with their learning.
- Teachers and teaching assistants use questions to test and extend pupils' knowledge and skills. Pupils know their own targets for learning in English and mathematics, and are able to check their own progress towards achieving them. Teachers ensure that these targets are linked to pupils' work, so that they can assess whether pupils have grasped the key concepts well or need additional support to consolidate their learning.
- Leaders and managers are currently revising their assessment arrangements in the light of the changes to the primary National Curriculum.
- There is targeted and high-quality support for the disadvantaged pupils. Staff closely check the progress of these pupils to ensure that the support they receive is effective. As a result, these pupils achieve well, and sometimes better.
- Teaching assistants are skilled and used effectively, both inside and outside of lessons, to support the learning of pupils with particular needs, including disabled pupils and those with special educational needs. As a result, these pupils make good progress.
- Some pupils, especially the less-able learners, do not always have enough time in lessons to complete their work. Teachers, through their marking, do not always comment when presentation could be better. As a result, a few pupils continue to produce insufficient and poorly presented work, hindering their progress.
- At times, the most-able pupils do not get down to harder work quickly enough or are not challenged sufficiently to achieve to the best of their ability. As a result, their progress slows.
- Teachers' marking of pupils' work is improving, with teachers increasingly giving pupils guidance on how they can improve their work in line with the school's policy. However, pupils are not given enough time to respond to teachers' comments to further their understanding. This makes marking less effective in ensuring that pupils make further progress.
- Homework is regularly given to pupils, and pupils say that they are happy with the quantity and quality of the homework set. Most parents responding to Parent View agree, and confirm that their children are taught well at school.

The achievement of pupils is good

- Pupils enjoy learning and make good progress in reading, writing and mathematics. Progress is sometimes rapid, particularly in Years 2 and 6 where teaching is strong. At the end of Key Stage 2, pupils make more than expected progress in reading, writing and mathematics. However, pupils' progress across the year groups is not always substantial and sustained.
- Attainment in Key Stage 1 has been well above average since 2013. In 2014, attainment in Key Stage 1 improved in reading, writing and mathematics. Attainment at Key Stage 2 improved in 2014 to well above average in reading, mathematics and grammar, punctuation and spelling. However, attainment in writing remains broadly average. This is because pupils, particularly boys, do not make consistently rapid progress in writing across the year groups. Pupils do not always have sufficient opportunities to write at length to improve their skills in writing.
- Pupils read well and often, and show enjoyment of books and a love of reading. Pupils read confidently to inspectors, with much enthusiasm and expression, and were keen to discuss their reading. Weaker readers are able to use their knowledge and understanding of the sounds letters make to read difficult or unfamiliar words.
- The most-able pupils make good progress and achieve well. They take great pride in their work, which is often of a high standard. However, occasionally, they do not move quickly enough to more demanding tasks and they make slightly slower progress.
- The progress of disabled pupils and those with special educational needs is similar to their classmates in reading, writing and mathematics. This is because their progress is checked regularly, and they receive high-quality support from teaching assistants and teachers who ensure that their needs are met.
- Pupils who speak English as an additional language make good progress and achieve well. This is because

they have rich opportunities for speaking and listening in lessons, and receive well-targeted and effective support. There are no marked differences in the achievement of different ethnic groups represented in the school.

- The support for the disadvantaged pupils in the school is highly effective, and the additional funding is used exceptionally well to ensure that they achieve highly. At the end of Year 6 tests in 2014, the attainment of the disadvantaged pupils was markedly better than their classmates, particularly in reading and writing; there was no difference in attainment between them and their classmates in mathematics. The disadvantaged pupils were about three terms ahead of their classmates in both reading and writing. Compared to other pupils nationally, they were about two terms ahead in reading, about one term ahead in writing and about a term and a half ahead in mathematics.

The early years provision

is good

- Teaching in the early years is consistently good. As a result, children make good progress from their different starting points.
- Children enter the school with skills and knowledge that are below what is typical for their age. By the end of the Reception Year, the proportion of children achieving a good level of development is in line with the national average. Staff ensure that children are well prepared to move into Year 1.
- Staff are very caring and supportive, and relationships between children and staff are strong. There is effective and regular communication with parents, who are involved in the process of settling children in the early years. This helps children to follow routines quickly, socialise well with other children, and become independent and confident learners. Parents are informed well about their children's progress.
- Children enjoy their learning, and have good behaviour and attitudes. They are kept safe and secure by staff, who ensure that all safeguarding requirements are met.
- Children engage with staff and visitors well, and are keen to talk about their learning. For example, a girl in the Nursery was able to explain with clarity how a 'fan' and a 'magnifying glass' worked in a model she made in a design and technology activity. A boy in the Reception showed much confidence in 'teaching' other boys some simple words on the whiteboard through using his knowledge of the sounds letters make. They then took turns to 'teach' each other.
- There is a good balance between indoor and outdoor learning, and children are able to make their own choices about their learning. Staff work effectively with children to build their vocabulary and develop their language skills. This particularly helps children who speak English as an additional language to make good progress in their learning.
- Leadership and management are good. Staff and resources are deployed effectively to help children make good progress, including the disabled pupils and those with special educational needs. However, the information on the achievement of different groups of children from their starting points is not always sharp enough. As a result, staff are not always able to use this information effectively to ensure that children make rapid progress in all areas of learning.

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

Unique reference number	100339
Local authority	Hammersmith and Fulham
Inspection number	448201

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair	Rosie Wait
Headteacher	Wendy Aldridge
Date of previous school inspection	12–13 May 2010
Telephone number	020 7736 5869
Fax number	020 7736 2858
Email address	admin@sullivan.lbhf.sch.uk

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