

Camelot Primary School

Inspection report

Unique reference number	100780
Local authority	Southwark
Inspection number	376455
Inspection dates	22–23 February 2012
Lead inspector	Derek Watts

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 3–11
Gender of pupils	Mixed
Number of pupils on the school roll	516
Appropriate authority	The governing body
Chair	Robert MacPherson
Headteacher	Teresa N'Guessan
Date of previous school inspection	5–6 May 2009
School address	Bird-in-Bush Road London SE15 1QP
Telephone number	020 7639 0431
Fax number	020 7277 8832
Email address	general@camelot.southwark.sch.uk

Age group	3–11
Inspection date(s)	22–23 February 2012
Inspection number	376455



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Derek Watts

Additional inspector

Sarah Conway

Additional inspector

Howard Jones

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 23 lessons or part lessons, taught by 17 different teachers. They held discussions with the headteacher, the staff, members of the governing body, parents and carers and pupils. Pupils were heard reading, particularly in Years 1 and 2. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspectors analysed 124 questionnaires completed by parents and carers, 92 from Key Stage 2 pupils and 17 from staff.

Information about the school

Camelot is a much larger than the average-sized primary school. About half of the pupil population are from a Black African heritage and about a fifth from a Caribbean background. Over two thirds of the pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is much higher than average. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. Breakfast and after-school clubs are organised and managed by the school and the governing body.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- Camelot Primary is a satisfactory school. Inconsistencies in achievement, teaching and behaviour prevent the school's overall effectiveness being good.
- Pupils' achievement is satisfactory. Children's progress in the Early Years Foundation Stage is satisfactory and improving. Pupils' attainment and progress by the end of Year 6 have fluctuated over the past three years, particularly in English. Since the previous inspection, attainment in mathematics has been raised from low levels to broadly average. Positive steps are being taken to raise achievement in writing. However, pupils do not always have sufficient opportunities to write extended pieces and their writing in subjects other than English is limited in some years. The celebration of pupils' writing, such as through display, is inconsistent. Attainment by the end of Year 6 is below average in writing and broadly average in reading and mathematics.
- Teaching is satisfactory, with some good practice. Expectations of what pupils can achieve are not consistently high. Teachers' demonstrations, explanations and questioning promote learning and engage pupils well. Assessment information is not always used well enough to plan and match tasks to pupils' different abilities. Occasionally, learning declines when lessons lack pace.
- Most pupils are well behaved and have positive attitudes to learning. However, a few pupils exhibit challenging behaviour. Behaviour is improving and exclusions are declining. In a few classes, expectations of pupils' behaviour are not consistently conveyed. Pupils know how to keep themselves safe. Attendance has improved recently to average levels.
- The headteacher, senior leaders and staff are focused on raising pupils' achievement and improving teaching. The school has a clear overview of its performance. There are suitable procedures for monitoring and developing teaching but practice is not yet consistently good. Raising attainment in mathematics and improving attendance demonstrate the school's sound capacity to improve.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment, especially in writing by the end of Year 6 to at least average levels by:
 - increasing opportunities for pupils to write extended pieces
 - extending opportunities for pupils to write in other subjects
 - sharing and celebrating pupils' written work more widely.
- Increase the proportion of good and outstanding teaching across the school, ensuring that in all lessons:
 - expectations of what pupils can achieve are consistently high
 - assessment is used well to match tasks to pupils' different abilities so that all pupils are appropriately challenged
 - learning moves on at a brisk pace
 - teachers insist on high standards of behaviour.
- Senior leaders and managers should ensure that the above are successfully implemented and that improvements are sustained.

Main report

Achievement of pupils

Most parents who responded to questionnaires thought their children were making good progress. Inspectors found that progress was satisfactory rather than good. Children enter the Early Years Foundation Stage with knowledge and skills below those expected for their age. Improvements in provision mean that children's progress is moving towards good. Pupils' overall progress in Key Stages 1 and 2 is satisfactory.

In a number of lessons seen, pupils made good progress in applying speaking and listening skills because of the well-planned opportunities for them to discuss their work in pairs or small groups. In others lessons, opportunities for discussion were missed. Pupils have positive attitudes to reading. Most pupils in Years 1 and 2 showed a clear understanding of letter sounds and used this well for recognising and spelling words. Some are less confident with 'tricky words' such as 'once' and 'thought'. Inconsistencies in teaching of reading mean that not all classes are making good progress. Attainment in reading is broadly average by the end of Year 2 and Year 6.

Positive steps are being taken to close the gap between boys' and girls' attainment, particularly in writing. Drama and choosing topics which appeal to boys are contributing to the efforts to improve writing. However, pupils do not always have sufficient opportunities to write extended pieces. While there are some good examples of pupils applying and developing their writing in subjects other than English, this approach is not consistent across the school. Attainment in writing is

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

below average by the end of Year 6.

Pupils' progress in mathematics has improved and attainment by the end of Year 6 is broadly average. However, progress in mathematics is not consistently good across all years. Opportunities for pupils to apply their numeracy skills to solve problems have been increased. Pupils commented, 'Maths is a challenge and fun.' In a Year 5 lesson, pupils made good progress as they calculated the costs of sale items with 10%, 5%, 25% or 50% reductions.

Pupils who speak English as an additional language make satisfactory progress. Some at an early stage of English acquisition make rapid progress, particularly in the Early Years Foundation Stage. Most disabled pupils and those who have special educational needs make expected progress. They usually receive suitably tailored guidance and support. Those pupils who are eligible for free school meals make similar progress to others in the school and their achievement is also satisfactory.

Quality of teaching

Nearly all of the parents and carers who responded to the questionnaire thought that their children were well taught. The inspection findings are that teaching is satisfactory. There are examples of good practice but this is not consistent across the school. In the good lessons, teachers' strong subject knowledge, clear expectations of learning and behaviour, and challenging activities lead to pupils' making good gains in their learning. Pupils have good opportunities to learn independently and review their own progress.

The planned curriculum helps teachers to ensure lessons have a clear purpose, and so pupils know what they are expected to learn. Most teachers promote spiritual, moral, social and cultural development well. They successfully create a positive classroom climate for learning and encourage strong relationships. They effectively encourage pupils to be cooperative, considerate and supportive of others. In just a few classes, the promotion of these positive qualities dips below what it might be.

The teaching of basic skills is satisfactory, with strengths in the teaching of numeracy. The school has discrete and regular programmes for the teaching of reading, particularly phonics (letters and the sounds they make) but there are some inconsistencies in their implementation. Teachers' explanations, demonstration and instructions are generally clear and informative. For example, in a successful Year 6 mathematics lesson, the teacher used demonstration and large colourful flashcards to consolidate pupils' understanding of place value with large numbers involving decimals. Pupils applied this understanding well to order complex numbers from smallest to largest. Teachers use questioning effectively to check their understanding of new learning. Pupils make good progress when teachers use assessment information well to plan teaching and match tasks to pupils' activities and needs. This is not the case in all classes, where pupils' learning can decline because they are not suitably challenged. Teaching assistants are usually effectively deployed and make valuable contributions to pupils' learning, particularly for those who need additional

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

help. In a few lessons, the pace of learning slows with overlong introductions and where pupils are not sufficiently engaged in their learning or are ready to move on to the main task.

Behaviour and safety of pupils

Pupils' behaviour in lessons and around the school is satisfactory overall. Behaviour is good in most lessons where teachers set clear expectations and manage pupils well. In a few classes pupils are restless and call out. A minority of parents and carers who completed the questionnaire expressed concerns about the standards of behaviour. These included pupils' behaviour in lessons and how well bullying and inappropriate behaviour are dealt with. The inspection evidence indicates that the school has sound procedures for promoting good behaviour and for dealing with bullying of any type and inappropriate conduct that might occur. Fixed-term exclusions are declining and records show that where these occurred, they were dealt with appropriately. Pupils are confident that they can go to staff with any concerns and they will be sorted out efficiently. Pupils say that they are safe and well cared for at school, a view also supported by parents. Effective action has been taken to raise attendance from low to average levels.

Leadership and management

The headteacher, senior leaders and staff have created a positive and safe environment for pupils to learn and develop. Leaders and staff are striving to raise achievement and further improve attendance, behaviour and teaching. There are clear procedures for the monitoring and development of teaching. These include the use of external consultants and partnerships with other schools where good practice can be shared. Newly qualified teachers receive appropriate mentoring and support and there are clear plans to further improve the consistency of teaching. New initiatives and projects are supported by suitable professional development and training.

Leaders and staff are developing a creative curriculum to promote good learning and enjoyment for pupils. Improvements to provision in mathematics have had a positive impact on pupils' achievement. Themed events and visits add enjoyment, meaning and relevance to pupils' learning. Pupils' spiritual, moral, social and cultural development is promoted well by most staff. The school successfully celebrates the different cultures within the school. About 20 pupils take advantage of the well-organised breakfast and after-school provision.

Members of the governing body are supportive and have clear understanding of the school's performance, which contributes to the school's secure capacity to improve. Safeguarding arrangements meet all statutory requirements. There are effective policies and procedures to protect pupils. Safe practices for pupils are promoted through the school's teaching and curriculum. Equality of opportunity is promoted satisfactorily and discrimination is tackled well. The school strives to engage with its parents and carers. Parents appreciate the initiatives and workshops provided to help

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

them support their children's learning, particularly in numeracy and the Early Years Foundation Stage provision.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



24 February 2012

Dear Pupils

Inspection of Camelot Primary School, London SE15 1QP

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit. Camelot is a satisfactory school. The school's main strengths are:

- you enjoy school and most of you have positive attitudes to learning
- attendance has improved and is now average
- your performance in mathematics has improved
- you feel safe at school because teachers and other adults take care of you
- parents are pleased with the school, particularly your care and safety.

We have given your school a few points for improvement.

- We want you to reach higher standards in writing by the end of Year 6. We have asked that you are given even more chances to write long pieces and to apply and practise your writing skills in more subjects than English. Your writing could be shared and celebrated more through display.
- In some lessons, teachers could expect more from you in terms of learning and behaviour. In some cases, tasks should be more carefully matched to your needs so that work is not too easy or difficult for you. Learning and lessons should move along at a quicker pace.
- Senior leaders should ensure that the needed improvements happen and that they are long lasting.

You can all help by continuing to work hard, particularly in writing .

Yours sincerely

Derek Watts
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**