

Selwyn Primary School

Inspection report

Unique Reference Number	135124
Local Authority	Waltham Forest
Inspection number	360698
Inspection dates	26–27 January 2011
Reporting inspector	Nigel Grimshaw

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	669
Appropriate authority	The governing body
Chair	Jackie Peacock
Headteacher	Robert Highsted
Date of previous school inspection	8 May 2008
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Introduction

This inspection was carried out by four additional inspectors. Twenty-five lessons and 24 teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on their progress and talked to them about it. The team also analysed school improvement plans, School Improvement Partner reports, governing body minutes and had meetings with parents, carers, pupils, staff and governors. Questionnaire returns were considered from 150 parents. The views of pupils and staff were also considered.

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

- The quality and consistency of teaching and learning across the school.
- Whether recent improvements in pupils' attainment at Key Stage 1 have been maintained.
- How effectively leaders use assessment information about pupils to raise achievement.
- Whether the curriculum meets the needs and interests of all the pupils.
- How effective leaders and the governors have been in raising pupils' attendance.

Information about the school

Selwyn Primary is larger than the average primary school. Two thirds of the pupils are from multi-ethnic backgrounds and almost half speak English as an additional language. This is higher than the national proportions for these groups of pupils. The proportion of pupils who have special educational needs and/or disabilities is above the national average and the majority of these have moderate learning difficulties or speech and language issues. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils who join or leave the school partway through the year is slightly higher than the national average. The majority of the pupils who arrive have little knowledge of English. The school has achieved a number of awards, including The International School Award and the Financial Management Standard in Schools.

At the time of the inspection the headteacher had been on long term absence. In January 2011 the local authority and governors appointed a consultant headteacher and her deputy to lead the school for the immediate future.

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

Selwyn Primary School provides a satisfactory education for its pupils. There are good aspects to the school's work, such as the care, guidance and support provided to pupils, which ensure that they enjoy school, feel safe and behave well. The consultant headteacher and the new senior leadership team, ably supported by a much changed governing body, have brought extra rigour to the leadership of the school and higher expectations for staff and pupils. More regular monitoring and evaluation of classroom practice are visibly improving the quality of teaching and learning and the learning environment. However the quality of teaching and learning remains inconsistent at present. More rigorous assessments and recording of pupils' levels of work and their progress are now providing teachers with better information so that they are more able to plan work that meets the needs of all the pupils. A new and consistent approach to marking has led to pupils having a much clearer view of the next steps in improving their learning so that they can meet their targets. The actions being taken are providing much more accurate information that is better informing the school's self-evaluation and giving a clearer picture of its strengths and areas for improvement. However, these are new initiatives and are not fully embedded within the school. It is too early to measure the impact on pupils' attainment and progress. The improvements made demonstrate, however, the school's satisfactory capacity for making further improvement.

In recent years the attainment of pupils has been consistently in line with national averages by the time they leave the school. Progress across the school is generally consistent and is satisfactory, with currently better than expected progress in Years 2, 5 and 6. Over recent years progress in English has been better than the national expectation, but this has declined over the last two years. The school is addressing this, for example by ensuring that the displays in classrooms and around school focus on supporting reading and writing. The school is aware that there are pockets of underachievement for some groups of pupils and has taken steps to accelerate their learning through actions such as redesigning the provision for pupils with learning difficulties and introducing a programme to support the learning of Black and Black British pupils. Despite these short comings, pupils achieve satisfactorily overall.

The school has effective links with parents. One parent described the school as 'caring, warm and friendly'. There are good partnerships with a range of outside agencies that meet the social, emotional, physical and specific academic needs of pupils with special needs and the most vulnerable, to help them make satisfactory progress in their learning. Specific training for teachers and support staff would benefit these pupils and ensure planning and reviews of progress are better informed. The intensive support for pupils who speak English as an additional language allows them to make good gains in their learning, but their attainment and progress across the school as a whole is satisfactory.

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The school provides a balanced curriculum that is increasingly responsive to pupils' needs and interests. Consequently pupils enjoy their learning and are actively engaged throughout most lessons. Pupils also benefit from a good range of activities before and after school that enrich their learning.

The school leadership and the governors are providing a clear vision for the development of the school. However subject leaders are not being given enough opportunities to observe the quality of teaching and learning in their subject and the work in pupils' books. As a result they do not have an accurate view of the progress pupils make in lessons and over their time in school. The governors and headteacher ensure that the safeguarding of pupils meets statutory requirements.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Improve the overall quality and consistency of teaching, by
 - rigorous checks on classroom practice
 - careful monitoring of pupils' work
 - better use of assessments to inform planning and target setting
 - improving the physical learning environment.
- Develop subject leadership and management across the school, by
 - providing clearer guidance on roles and responsibilities
 - providing more opportunities for staff to undertake training relevant to their roles
 - ensuring accountability through monitoring and evaluation
- Sharpen up the rigour and consistency of the procedures for tracking the progress of individuals and groups of pupils to identify gaps in their learning

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

The quality of pupils' learning is satisfactory overall. Children start school with skills and knowledge below those expected for their age, particularly in language and literacy. There are good induction procedures for new pupils and parents and children make a sound start in their learning. Progress and attainment by the end of Year 2 has been a concern but results compared to national figures improved in 2010. Evidence from the school's own data and the pupils' work seen suggests that this improvement will be maintained this year. Standards in English and mathematics by the time the pupils leave the school are in line with national averages. The progress of the higher attaining pupils was a concern at the time of the last inspection but the school has worked hard to address this. As a result, these pupils now make better than expected progress. Pupils with special educational needs and/or disabilities are well supported by teachers and teaching assistants through an appropriate range of intervention strategies and make satisfactory progress in line with other pupils.

Pupils from widely diverse backgrounds get on well together in lessons and out at play. Behaviour is consistently good and has produced a harmonious community that enhances

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pupils' learning experience. Their good understanding of how to have a healthy lifestyle has led to the school receiving the Healthy Schools' Award. They have a range of opportunities to be involved in exercise within school and at after school clubs. If pupils are worried or upset they are sure that staff will listen to their concerns and act upon them. Pupils and parents agree that there is very little bullying in school and if it arises pupils are confident that it is dealt with effectively. They are knowledgeable about the wider cultural diversity within the school and treat each others' cultures with respect and consideration. The school now needs to extend active links with other schools from different backgrounds, especially within this country. The school has worked hard with parents and support agencies to improve attendance so that it is now broadly in line with national averages. Pupils have a say in decisions relating to the school community but this could develop further through the new school based Learning Council. On a wider front, the pupils raise money for a range of charities. Pupils work together well cooperatively and also take on responsibilities. Coupled with satisfactory basic skills they are adequately prepared for their next stage of education and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils having a clear understanding of what they are going to learn in lessons, and what this will look like in practice, are common strengths in teaching. This clear understanding creates a calm, purposeful working atmosphere in lessons with the pupils eager to learn.

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The pupils also check their own work during and at the end of lessons and decide if they have progressed in their learning. However, sometimes there is insufficient time for the main task or for pupils and teachers to evaluate the learning that has taken place. Marking of pupils' work is much improved recently but the new pupil progress tracking records are not sufficiently embedded to ensure that teachers match the work accurately to pupils' levels of attainment. Consequently, in some lessons there was insufficient challenge for the lower ability pupils.

One parent wrote, "The teachers are hardworking and dedicated and keen to ensure all the children are engaged." This is reflected in recent changes that have made the curriculum fit better with pupils' needs and interests. The school has focused correctly on improving literacy skills and has developed good links with other schools and outside agencies to support learning. Pupils are keen participants in before and after school clubs that enrich learning. However, the curriculum is not yet fully refined or monitored to good effect by subject leaders.

Good relationships throughout the school, coupled with thorough risk assessments, ensure that pupils feel safe, secure and well cared for. The Every Child Matters Manager provides good support to the pupils and their families. Transition arrangements are effective on entry and exit from the school. Attendance has improved and the school is now rightly focusing on punctuality at the start of the school day.

These are the grades for the quality of provision

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

How effective are leadership and management?

Significant changes in senior leadership and the governing body have meant that the school has been through an unsettled period. However, there is now a strategic plan in place that provides more stability and very clear focus on priorities for improvement. The new leadership of the school is driving this agenda successfully. The governing body and the new leadership team have a very clear view of the priorities for the school, and also how they intend these to be achieved. There is now a rigorous programme of monitoring and evaluation with a focus on teaching, learning, standards and progress. However, at present the subject leaders are insufficiently involved in the process and have not been given enough guidance, support and time to develop their roles and responsibilities.

Systems newly introduced are proving more effective in identifying any potential underachievement, closing the gap in performance between groups and putting interventions in place to address the needs of specific pupils to ensure pupils have equal opportunities.

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The school has worked hard to develop a range of positive partnerships with parents, other schools, the local authority and the local Children's Centre. Family learning opportunities and specific support for individual pupils are just two of the successful outcomes of these partnerships. Safeguarding procedures meet statutory requirements in terms of vetting procedures for staff and health and safety requirements. As a result the vast majority of parents agree that the school keeps their child safe. The school promotes cohesion well, particularly within the school and in the local community. It is working to improve pupils' awareness of other faiths and cultures further afield in Britain and the world, which is not as well developed.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children are well cared for in this safe, secure environment that provides a good range of resources to support learning, both inside and outdoors. Children are encouraged to be independent and there is a good balance of adult-led and child-initiated activities. As a result, pupils make good progress in their personal, social and emotional development. Partnerships with parents, through family learning opportunities and regular discussions, and with other agencies are good. Literacy skills are lower than expected on entry and the school has worked hard to improve learning in this aspect. However, progress in literacy remains a priority area. Assessment practices are not always secure enough as they do not always help teachers to plan activities that ensure more challenge for individual children and therefore accelerate their progress. This is more evident in the Nursery classes where children make better progress because planning, teaching and assessment are focused on children's achievement.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Parents are generally happy with and supportive of the school. The vast majority of parents and carers who responded to the inspection questionnaire felt that their children enjoyed school. They also felt that the school was a safe place for their children. Most parents felt that the school deals well with unacceptable behaviour and prepares the children well for the future. A small minority of parents felt that the school does not take account of their suggestions and concerns but the school is planning new ways to engage with parents and take account of their views. A small minority also expressed concern about whether the school is led and managed effectively but, in talking to parents, this was largely because of the recent unsettled period of senior management.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selwyn 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 150 completed questionnaires by the end of the on-site inspection. In total, there are 669 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	47	68	45	7	5	2	1
The school keeps my child safe	71	47	68	45	7	5	2	1
My school informs me about my child's progress	46	31	97	65	6	4	0	0
My child is making enough progress at this school	33	22	83	55	29	19	2	1
The teaching is good at this school	33	22	84	56	25	17	6	4
The school helps me to support my child's learning	34	23	95	64	15	10	3	2
The school helps my child to have a healthy lifestyle	30	20	89	59	24	18	7	5
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)	27	18	84	56	18	12	5	3
The school meets my child's particular needs	21	14	103	69	16	11	7	5
The school deals effectively with unacceptable behaviour	37	25	82	55	15	10	7	5
The school takes account of my suggestions and concerns	22	15	79	53	35	23	6	4
The school is led and managed effectively	18	12	72	48	33	22	14	10
Overall, I am happy with my child's experience at this school	36	24	93	62	10	7	10	7

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



28 January 2011

Dear Pupils

Inspection of Selwyn Primary School, Waltham Forest, E4 9NG

On behalf of the inspection team I would like to thank you for making us so welcome when we visited your school. We enjoyed meeting and talking to many of you, looking at your work and visiting your lessons. We would also like to say thank you to those of you who completed the inspection questionnaire.

Your school is a satisfactory school that cares for you all well. We know from our visit that you are happy in school, enjoy your learning and behave well. This also means that you feel safe in school. The consultant headteacher, the senior staff and the governors are all working hard to help the school in every way.

Everyone in the school wants it to improve even more, so we are suggesting how this might be done. We have asked the school leaders to help the teaching to become even better by visiting the classrooms regularly to watch lessons; looking through your work on a regular basis to make sure you are making progress; and making sure that teachers use their knowledge of where you are in your work to plan work that is challenging for all of you and makes you think really hard.

Having met you we are very confident that you will want to help too. You can do this by trying your best at all times and checking that your work in lessons is as good as expected and meets the success criteria. You are already getting good at this.

We would like to wish you all the best in the future at Selwyn Primary.

Yours sincerely

Nigel Grimshaw

Lead Inspector

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