

Ivydale Primary School

Inspection report

Unique Reference Number	100796
Local Authority	Southwark
Inspection number	354894
Inspection dates	10–11 November 2010
Reporting inspector	Madeleine Gerard

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	420
Appropriate authority	The governing body
Chair	Sinola Gowers
Headteacher	Helen Ingham
Date of previous school inspection	1 May 2008
School address	Ivydale Road London London SE15 3BU
Telephone number	020 76392702
Fax number	020 76358218
Email address	office@ivydale.southwark.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 29 lessons, or parts of lessons, taught by 17 teachers and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making and the school's development plans. They also considered the 85 responses to the questionnaire received from parents and carers, and the 78 responses to the questionnaire received from pupils.

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

- How effectively is pupils' progress being tracked and assessment information used so that all groups of pupils are suitably challenged to make rapid progress in their learning?
- How accurately does the school monitor the quality of its work and ensure consistency of provision through the school so that all pupils learn and progress well? To what extent is the Early Years Foundation Stage a strength of the school?
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Information about the school

This is a larger-than-average primary school. The Early Years Foundation Stage is made up of Nursery and Reception class provision. The proportion of pupils with special educational needs and/or disabilities is slightly lower than average. Most of these pupils have moderate learning difficulties or speech, language and communication difficulties. The proportion of pupils speaking English as an additional language is similar to the national average. A very small minority of them are at an early stage of learning English. The proportion of pupils from minority ethnic backgrounds is above average. The school operates a breakfast club. There have been a high number of staff changes over recent years. The headteacher joined the school in September 2010. The school has achieved a number of nationally recognised awards including Eco-School silver. The after-school club, which shares the school site, was not part of this inspection as it is not managed by the school. The children's centre is also the subject of a separate 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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Ivydale Primary is a satisfactory school. Its strengths are in the Early Years Foundation Stage, the curriculum and in some aspects of the pupils' personal development. Children get off to a good start in the Early Years Foundation Stage. Teaching through the rest of the school is satisfactory. Pupils make satisfactory gains in Years 1 to 6 and reach average standards of attainment by the end of Year 6. ♦ Established systems are in place to track the progress pupils make each term. However, the information gained from assessment is not analysed rigorously enough to be fully effective as a tool to increase rates of learning and progress. Teachers' planning does not always use assessment data well to ensure that all groups of pupils are set suitably challenging tasks. Consequently, expectations of what pupils can do are not always high enough and the pace of learning is not as brisk as it should be. In some classes, pupils know their targets and marking suggests what they should do to improve their work but this is not consistent across classes and subjects.

Leaders, managers and the governing body are involved in evaluating the quality of the school's work. The impact of this self-evaluation is only satisfactory because the monitoring of teaching and learning is quite general. For this reason, although development plans are satisfactory and reflect the school's satisfactory capacity to improve, this is an area for development. Leaders appreciate that improvement plans are not focused sharply on the precise priorities for action needed to accelerate improvements in the overall quality of teaching and pupils' learning so that these become good in the future. Enhancements to the curriculum, including an increased focus on exploring topics across a range of subjects, ensure pupils enjoy a wide variety of interesting work to do in lessons. Well-organised opportunities for pupils to take part in musical activities, including singing, playing instruments and performances in the local community, are a particular highlight of the curriculum and promote pupils' self-confidence well.

Pupils enjoy school, as parents and carers responding to the questionnaire confirmed, although attendance is only broadly average. The school's success in achieving Healthy School Award and the Active Mark reflects pupils' positive attitudes to keeping fit and healthy. Regular whole-school exercises before lessons begin ensure a healthy start to the school day. Visitors from the local emergency services and advice on how to keep themselves safe when using computers support pupils' good awareness of safety issues. During the inspection, workshops for younger pupils promoted their awareness of road safety.

What does the school need to do to improve further?

- Raise attainment and ensure all pupils make consistently good progress and learn well by:

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- using information from assessments to plan work that is consistently well matched to all pupils' needs
- using marking and target setting to ensure that all pupils have clear guidance that shows what they need to do to improve their work.
- Develop the skills of leaders and managers at all levels, including the governing body, in monitoring in order to secure improvement both in provision and in learning and progress so that teaching is consistently good and pupils learn and progress well.

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

Children join the school with a range of skills and capabilities that are generally below those expected for their age. Attainment at the end of Year 6 has risen over recent years, particularly in English, and is average. Pupils' achievement and enjoyment of their learning are satisfactory. The reason why progress is not better than this was illustrated during whole-class teaching in a mathematics lesson where the work was not matched in difficulty to the full range of pupils' learning needs. When pupils spend too long listening to the teacher or when those who finish quickly are required to wait while other pupils catch up, the pace of learning drops and their learning slows. In a literacy lesson when pupils were working independently, they made only satisfactory progress because misconceptions were not picked up and corrected swiftly. When work is closely tailored to the range of ability, pupils learn and progress well. This was observed in a mathematics lessons, for example, where pupils made rapid gains in their numeracy skills through designing board games. Explaining how to play their games to other groups in the class and producing written instructions also promoted their literacy skills well. Pupils with special educational needs and/or disabilities receive extra help from adults in lessons and in withdrawal sessions, but they make satisfactory progress overall. It is not better than this because the quality of provision is variable. More-able pupils are sometimes set work that is insufficiently challenging. This is why few pupils reach above average attainment at the end of Year 6. Pupils speaking English as an additional language receive appropriate support and make satisfactory progress.

Pupils behave well in lessons and around the school. They are keen to take on responsibility within school, for example on the school council and in the eco-team. Notices made by pupils and placed next to light switches encourage energy saving. Pupils support local charities, for example donating harvest festival goods to help homeless people.

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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	2
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?

Relationships are positive and teachers often plan interesting tasks for pupils. In most classes there is quite a wide range of abilities. In some lessons, when more-able pupils are set tasks to do that are not appropriately challenging, or in lessons when there is too little time for pupils to develop their ideas and practise new learning, this restricts the rate of learning and progress is only satisfactory. While some additional adults are used well in lessons to contribute to pupils' learning and progress, teachers' planning does not always identify specifically what this extra support should do to develop pupils' learning.

High quality artwork around the school reflects the good creative opportunities pupils have including working with local artists and poets. There are many popular extra-curricular clubs, including film club, natural history club and an extremely wide variety of additional music provision to support pupils in developing their skills. Pupils in all years have the opportunity to play a musical instrument. In addition, pupils in Years 3 and 4 learn the recorder and in Years 5 and 6, they play steel pans. Pupils have positive attitudes to learning because they enjoy the engaging activities they are given. However, opportunities to ensure pupils practise and develop their basic literacy and numeracy skills are sometimes missed.

Pupils receive appropriate support and guidance. The school knows individual pupils well. Learning mentors and partnerships with a wide range of outside agencies support vulnerable pupils and those with complex needs. The popular breakfast club is welcoming

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and ensures a positive start to the school day. Here, pupils contribute to the community, for example by taking responsibility for clearing up after they have eaten. Classroom support and additional sessions for pupils who need extra help with their learning, and provision to extend the learning of more-able pupils are not always well organised to support them in making rapid progress.

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	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The new headteacher has a clear understanding of the school's performance and is already raising the staff's expectations about what pupils can achieve. All the staff work well together as a team. The governing body fulfils its statutory duties and safeguarding arrangements are rigorous. Staff have a detailed awareness of safeguarding issues and receive regular training. Quality assurance and risk assessments are good. Community cohesion is promoted satisfactorily. Pupils have a good knowledge of themselves as part of the school and local community. Opportunities to take part in music performances with other local schools promote strong ties within the community. However, pupils' awareness of those who live in communities other than their own in the United Kingdom and globally are more limited. Partnerships with a variety of outside agencies as well as local schools are used well to promote pupils' learning and development. For example, through links with a local secondary school, more-able older pupils have attended mathematics workshops. Parents and carers work closely with the school and take an active part in fundraising. They are consulted widely and their views inform developments. The quality of the school's work is monitored regularly. Some leaders and managers have only recently been appointed and have not had time to develop their roles in the evaluation process to secure further improvements. The governing body is supportive and knows the school well. However, it has not always held the school sufficiently to account over pupils' attainment. The school has taken effective steps resulting in some key enhancements. Nevertheless, their impact has been uneven in some areas and a few inconsistencies in teaching and other aspects of provision remain. This is why leaders and managers drive improvement and embed ambition soundly and the school's work to tackle discrimination and promote equality is satisfactory .

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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	2
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	2
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

Induction arrangements are good, including home visits made by staff and opportunities to visit the school before children start. Partnerships with parents and carers are strong and supported through close links with the children's centre. Regular meetings with parents and carers and home-school contact books keep them well informed about their children's progress and involve them in their learning. Relationships are positive and friendly, and staff know children well. Detailed records of observations are kept and these are used to plan the next steps in children's learning. Children enjoy their time in Nursery and Reception because skilled staff plan a very wide variety of interesting activities for them. During the inspection, children in the Nursery were involved in a circus show to perform physical skills. In Reception, children were grinding seeds and spices to make curry powder as part of a project exploring the Hindu festival of Diwali. Good use is made of the outside spaces to develop all areas of learning. There is a good balance of activities for children to select and adult-led tasks. Occasionally, during whole-group teaching, the pace of learning slows when opportunities for children to take an active part in their learning are more limited. The Early Years Foundation Stage is well led and managed. The self-evaluation process involves parents and carers in order to identify the most important priorities to secure further improvement.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the inspection questionnaire are happy with their children's experience at the school and the overwhelming majority confirm that their children enjoy school. Most parents and carers evaluate the work of the school positively and are confident that their children are kept safe. The inspection findings generally endorse the positive views of the parents and carers regarding pupils' personal development. In the survey, a few expressed concerns about the way behaviour is managed. Inspectors found most behaviour in and out of lessons to be good. Leadership and management, teaching and aspects of provision, and rates of pupils' learning and progress are areas for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ivydale 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 363 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	79	17	20	0	0	0	0
The school keeps my child safe	56	66	26	31	2	2	1	1
My school informs me about my child's progress	39	46	40	47	4	5	1	1
My child is making enough progress at this school	47	55	31	36	5	6	1	1
The teaching is good at this school	46	54	35	41	1	1	1	1
The school helps me to support my child's learning	38	45	38	45	7	8	2	2
The school helps my child to have a healthy lifestyle	37	44	44	52	3	4	1	1
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)	35	41	41	48	1	1	0	0
The school meets my child's particular needs	40	47	36	42	4	5	1	1
The school deals effectively with unacceptable behaviour	40	47	35	41	5	6	1	1
The school takes account of my suggestions and concerns	40	47	36	42	3	4	0	0
The school is led and managed effectively	36	42	44	52	2	2	1	1
Overall, I am happy with my child's experience at this school	56	66	25	29	3	4	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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">■ 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.



12 November 2010

Dear Pupils

Inspection of Ivydale Primary School, London, SE15 3BU

Thank you for your friendly welcome when we visited your school recently. We really enjoyed our visit and were pleased to hear that so many of you are learning to play musical instruments. I am writing to tell you about the judgements that we reached.

Ivydale Primary is a satisfactory school. You like coming to school, enjoy the interesting activities that are planned for you, including the many extra-curricular clubs that the school organises. You have a good understanding of how to keep yourselves fit, healthy and safe. The youngest children get off to a good start in the Nursery and Reception classes. Although you make satisfactory progress in Years 1 to 6, many of you could do better.

To make the school even better, we have asked the staff to make sure that all of you are set work that is the right level of difficulty for you. All of you can help by telling your teachers if the work is too easy or too difficult. When teachers mark your work, we would like them to give you clear ideas about what you need to do to make it even better so that you can move up to the next level. We have also asked the school to make even more checks on its work to make sure that it is consistently as good as possible.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard

Lead inspector

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