

Drew Primary School

Inspection report

Unique Reference Number	102717
Local Authority	Newham
Inspection number	355245
Inspection dates	8–9 December 2010
Reporting inspector	Jo Curd

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	460
Appropriate authority	The governing body
Chair	Denis Shea
Headteacher	Caryn Metzger
Date of previous school inspection	12 March 2008
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed, 16 teachers seen and meetings were held with groups of pupils, members of the governing body, and staff. Inspectors observed the school's work, and looked at the school development plan, local authority reports, planning, assessments of pupils' progress, samples of pupils' work and questionnaires from 10 staff, 93 pupils and 122 parents and carers.

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

- The progress made by all pupils, but especially the most-able.
- The extent to which reported weaknesses in teaching are improving, and the consistency of teaching throughout the school.
- How well the curriculum meets the needs of all pupils, but especially those who learn more easily or quickly.
- How effectively leaders at all levels are tackling areas of relative weakness, including teaching.

Information about the school

The school is much bigger than the average primary school. It is situated in an area of extensive regeneration. The proportion of pupils known to be eligible for free school meals is larger than the national average. Over 75% of pupils are from minority ethnic backgrounds, predominantly of West African heritage. Over a quarter speak English as an additional language, and over 10% are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is higher than in most other schools. These pupils have a range of needs including profound physical disabilities and behavioural, emotional and social difficulties. The school runs a breakfast club on site and links with an after-school club elsewhere. It has Healthy School status and the Sportsmark.

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

This is a happy school which provides a satisfactory level of education. Pupils are positive about how much the school helps them. Attendance has risen and behaviour is good. Progress is adequate and improving. Some pupils, especially those with special educational needs and/or disabilities, progress well. Parents and carers are appreciative of all the school offers, particularly how happy and safe they feel their children are. As one said, 'My child loves school and is safe all the time.'

Achievement is satisfactory and improving, and the school is demonstrating satisfactory capacity for further improvement. The relatively new deputy and assistant headteachers have added strength, insight and further experience to the senior leadership team. Leaders now have an accurate understanding of the school's strengths and weaknesses and are using this appropriately to identify and to drive improvements, for example to the curriculum and the quality of teaching. However, some of these initiatives are relatively recent and some weaknesses remain, and leaders do not always act sufficiently quickly or strategically to ensure that improvements are rapid or consistent across the school.

Until recently, leaders focused primarily on attainment rather than the progress all groups made. Their efforts to raise the attainment of all pupils to nationally expected levels led to some fruitful support and intervention programmes for pupils who find learning more difficult. However, the most-able students, who were already reaching expected levels, were not always challenged sufficiently to ensure that their progress was also good. Concerted efforts to resolve this are beginning to have an impact, especially in English, and the progress of all pupils is now improving.

The quality of teaching is satisfactory, but varies throughout the school. It is improving slowly, raising the achievement of all pupils. About 60% of the lessons observed during the inspection were good or better. Leaders have helpfully paired up teachers of differing skills and qualities to drive practice forward. In the better lessons, learning objectives are clear and activities are suitably challenging for all. Progress slows too often in others, however, because learning objectives and activities are not sufficiently varied to meet pupils' widely differing needs and ensure that they all make good progress.

Pupils are confident and friendly. They are keen to help and very willingly carry out any jobs and responsibilities they are given, such as serving on the school council and taking registers and messages around the school. Their contribution to the school and wider community is limited, however, because adults often do too much for them, especially in the Nursery and Reception. This also constrains their independent learning skills.

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What does the school need to do to improve further?

- Ensure that all groups of pupils are achieving well by the end of the summer term 2011, by:
 - acting more quickly and strategically to speed improvements, particularly in teaching
 - monitoring initiatives more frequently and rigorously to ensure that their impact is consistent throughout the school.
- Improve the quality of teaching so that by the end of the summer term 2011 there are no inadequate lessons and at least 80% are good or better, by:
 - making sure that learning objectives are suitable for all pupils
 - providing planned activities that are suitably challenging for all ability groups.
- Provide more opportunities for all pupils to become more independent, especially younger ones, so that they contribute more to the school and wider community.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school but their learning and progress are linked closely to the quality of teaching, and vary considerably across the school. During the inspection, an older class spent far too long multiplying numbers by 10, 100 and 1,000. This was too easy for the most-able pupils, who made little progress during this part of the lesson. In contrast, all pupils made excellent progress in an English lesson that used an animation of a well-known tale on the interactive whiteboard. They were all fully engaged and the teacher used her excellent knowledge of their different ability levels to pause the animation at key points and ask them to discuss their thoughts and develop their ideas.

In general, pupils who learn more slowly, including those with special educational needs and/or disabilities, make good progress because staff focus more effectively on their specific needs. The progress made by the most-able pupils is satisfactory and improving as staff get better at providing more challenge for them. The progress of pupils from minority ethnic backgrounds and those who speak English as an additional language also varies according to their levels of attainment, but is satisfactory overall. Attainment is improving and the standards seen in Year 6 were broadly average; they are slightly higher in English than in mathematics, where too few pupils have been reaching the higher levels until recently. A more flexible approach to the teaching of science is helping to motivate pupils and starting to show improvements in attainment and progress.

Pupils behave well and are keen to take part and to learn, but adults sometimes do too many practical tasks, such as tidying up for them. They feel safe because they know that staff are there to look after them and will support them with any worries or concerns they have. They develop positive attitudes to health through participating in various sports clubs, eating nutritious school meals and playing actively outside at break. This is reflected in the school's national awards. Good behaviour, strong relationships and satisfactory basic skills prepare pupils appropriately for later life and learning.

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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	2
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	2

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?

All pupils, especially those whose circumstances make them more vulnerable or have other special educational needs and/or disabilities, are supported well by the high number of staff, all of whom work well together. Warm, supportive relationships, consistent approaches and clear systems of reward and sanction underpin pupils' positive behaviour and help them to feel safe. One parent relayed her positive experience of this in saying, 'My child had behaviour problems, the school organised special parenting classes for myself and my partner and I had a daily report of my son's behaviour; he has changed a lot and all because of the support from Drew Primary School teachers.' Diligent approaches to promoting attendance have successfully raised rates, which are now in line with the national average. Policies and procedures to safeguard pupils' health and safety are all soundly in place. Support and guidance for pupils who learn more quickly or easily are improving, especially as opportunities for learning within topics are more challenging and open-ended. The breakfast club provides a safe and settled start to the day, even though adults do too much for the children such as buttering their toast and pouring their drinks.

The curriculum is enriched with a wide range of clubs including sports, films and choir, visits and visitors. These contribute well to pupils' enjoyment and well-being. The curriculum in lessons has been developed very recently. This is at very early stages but is already showing impact on enjoyment, motivation and challenge. It is beginning to have

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positive impact on the progress of all pupils, especially those who learn more quickly, in a range of subjects including science.

Teaching is satisfactory overall. Although some outstanding teaching was observed during the inspection, a small amount of inadequate teaching remains. Most lessons are planned and prepared well, and often feature good use of information and communication technology. Assessments are frequent and thorough, but teachers do not always make best use of the resulting information to vary aims and tasks to match pupils' differing needs and abilities. As a consequence, learning objectives and activities are not always set at the right level to ensure that all pupils are challenged to make good 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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders are slowly but surely driving improvement and embedding ambition at all levels. They are well aware of the inconsistencies in the quality of teaching and know where strengths and weaknesses lie. They have used this knowledge effectively to deploy staff appropriately across the school and the stronger teachers are able to support those who find their work more challenging. This helps to ensure equality of opportunity across the school, although the most-able pupils still do not always make as much progress as those who find work more difficult. Sometimes, the actions taken to improve weaknesses are too slow and do not go far enough. For example, monitoring of lessons has helped leaders to form an accurate picture of key weaknesses in teaching, but does not take place sufficiently frequently to ensure that improvements are implemented consistently.

The governing body carries out its statutory duties adequately under its experienced and astute Chair, and is increasingly challenging the school and holding it to account. Policies and procedures to safeguard the health and safety of pupils are satisfactory. National requirements are met, but some procedures are not explicitly clear and some policies are slightly out-of-date because leaders have not monitored them sufficiently frequently or rigorously.

Parents and carers are positive about, and appreciative of, the school. Opportunities for them to engage in their children's learning are positive but infrequent. Similarly, some partnerships are proving beneficial, for example links with neighbouring businesses support the least-able pupils, but these are also relatively limited. Pupils and staff get on well together and cohesion in the school is strong. The school's impact on community cohesion locally and further afield, through a range of initiatives such as links with schools abroad and donations to charity, is adequate but leaders are at the early stages of evaluating it.

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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	3
The effectiveness of partnerships in promoting learning and well-being	3
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

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Last year, outcomes were low because there were huge fluctuations in staffing. This year, staffing is stable and outcomes are currently good because the staff team are working well together, have a good understanding of early years education and are making the most of good resources and accommodation, both inside and outdoors. During the inspection, Nursery children made good progress in their understanding of number as they enthusiastically matched numerals and spots on snowmen on the interactive whiteboard. Children in the Reception class made good progress in language skills as they chose toys to borrow to take home and used early forms of writing to record these in a book. Children do not always take good care of resources, however, and they are often scattered on the floor. Adults often do too much for them, particularly tidying up during sessions. The Early Years Foundation Stage leader has a good understanding of young children and how they learn, although she has many other roles in the school and only limited time to devote to this key stage.

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Please turn to the glossary for a description of the grades and inspection terms

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

The vast majority of the parents and carers who responded to the questionnaire expressed positive views. This was echoed by parents and carers spoken to around the school during the inspection. The most positive response was that children enjoy their time at the school. Most written comments were appreciative and supportive. A very few expressed some concerns about progress in some classes and occasional behaviour problems. Inspectors judged behaviour to be good during this inspection, but recognise that teaching is better in some classes than others and that some groups of pupils make better progress than others. They have asked the school to improve both of these aspects of pupils' education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drew 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 460 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	79	65	41	34	1	1	1	1
The school keeps my child safe	67	55	52	43	1	1	1	1
My school informs me about my child's progress	66	54	47	39	7	6	1	1
My child is making enough progress at this school	50	41	66	54	3	2	1	1
The teaching is good at this school	56	46	61	50	2	2	1	1
The school helps me to support my child's learning	48	39	67	55	5	4	1	1
The school helps my child to have a healthy lifestyle	47	39	66	54	5	4	0	0
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)	36	30	68	56	2	2	0	0
The school meets my child's particular needs	42	34	71	58	5	4	1	1
The school deals effectively with unacceptable behaviour	44	36	66	54	6	5	1	1
The school takes account of my suggestions and concerns	37	30	67	55	7	6	1	1
The school is led and managed effectively	48	39	62	51	7	6	0	0
Overall, I am happy with my child's experience at this school	61	50	54	44	3	2	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.



10 December 2010

Dear Pupils

Inspection of Drew Primary School, London E16 2DP

Thank you for being so friendly to us when we visited your school recently. All the things you told us helped us greatly with our work. We are glad that you like school, feel safe and enjoy learning. We found some good things, including the way you are all cared for and supported, but also found things which need to be better. Overall, we think your school is satisfactory.

Good support helps many of you, especially those who find learning more difficult, to progress well. It has been a bit slower for others, particularly those who learn more quickly and easily, because work has occasionally been too easy for some. This is improving, however, because work in topics is more suitable. We found that the quality of teaching varies a lot between classes. Sometimes, learning objectives and activities are not varied enough to encourage you all to do well. Some are too easy and some too difficult for some of you. This slows the progress you all make. We know that you are all keen to help around the school. Sometimes, adults do too much for you, which limits your independence and what you can do for yourselves and for others. We are pleased that you think school leaders do a good job. We know that they work hard to develop the school and make improvements. They do not always act quickly enough to improve things for you all, however, or look carefully enough to check that this happens throughout the school.

We have asked school leaders to improve three things. These are to take quicker and stronger action to improve the school and check carefully that developments happen for all classes, to make sure that learning objectives and activities in lessons are always suitable for you all, and to provide more opportunities for you to become independent and help yourselves and others.

You can all help by making the most of these opportunities. You can also tell your teachers when lessons really help you with your learning.

Yours sincerely

Jo Curd

Lead inspector

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