

# Downderry Primary School

## Inspection report

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<b>Unique Reference Number</b>	100679
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	354863
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Madeleine Gerard

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracy Hewitt
<b>Headteacher</b>	Tracey Lewis
<b>Date of previous school inspection</b>	30 June 2008
<b>School address</b>	Downderry Road Downham Downham BR1 5QL
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 22 lessons or parts of lessons taught by 18 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 progress, the school's development plans and policies and records for safeguarding pupils. They considered the responses to questionnaires received from 52 parents and carers, 100 pupils in Years 3 to 6, and the 19 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistently all groups of pupils make accelerated progress in their learning and whether the school has been successful in raising pupils' attainment by the end of Year 6.
- How accurately the school monitors the quality of its work and ensures consistency of provision through the school.

## Information about the school

This is a larger-than-average primary school with Early Years Foundation Stage children taught in two Nursery and two Reception classes. The proportion of pupils from minority ethnic backgrounds is above average and about a quarter of them speak English as an additional language. Very few, however, are at the early stages of learning English. There is an average proportion of pupils with special educational needs and/or disabilities. Most of these pupils have moderate learning difficulty or speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is above average. More pupils join and leave the school part-way through their education than is the case in most schools. The school operates and manages breakfast and after-school clubs. There have been a number of staff changes over recent years. The school has achieved a number of nationally recognised awards including the Artsmark and Healthy School status. The children's centre, which shares the school site, was not part of this inspection as it is not managed by the school.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Donderry Primary School provides a good quality of education. Through accurate self-evaluation, the school has successfully tackled key priorities for development and improved many aspects of its work. Leaders, managers and the staff work well together as a strong team and have secured sustained enhancements to teaching and other provision. As a result, rates of learning and progress for all groups of pupils are good and they achieve well from generally below average starting points; attainment in English and mathematics at the end of Year 6 has risen steadily since the previous inspection and is now average. This reflects the school's good capacity for sustained improvement.

Children get off to a good start in the Nursery and Reception classes. Home visits made by staff before children join the school and opportunities for children and their families to spend time in the Early Years Foundation Stage before they start ensure that children settle quickly. Parents and carers are closely involved in their children's learning. Throughout the school, relationships are warm and friendly. Older pupils enjoy taking on responsibility by helping the younger ones at break time. The eco-team and the gardening club maintain the school's vegetable plots and pupils have enjoyed tasting the fruit and vegetables they have grown. This has enhanced their understanding of healthy diet and sustainability and pupils' positive attitudes to keeping fit and healthy are reflected in the school's success in achieving the Activemark and Healthy School status. Pupils in Years 1 to 4 enjoy swimming each week in the school's recently opened pool. Sporting extra-curricular clubs are popular including street dance, judo, multi-sports and cheerleading. The school staff work hard to ensure that all pupils, including those whose circumstances make them most vulnerable, are well cared for. Attendance has risen because strategies to promote regular attendance and reduce persistent absence have been introduced to good effect. Nevertheless, attendance remains average because a few families do not send their children to school regularly enough or on time.

The school has good whole-school systems to check the progress each pupil makes. Assessment information is used accurately, reviewed regularly and additional support is put in place for any pupils needing extra help. Pupils speaking English as an additional language make good progress because they are well supported. Teachers' planning ensures that work is carefully matched to pupils' learning needs in lessons. Enhancements to the way English and mathematics are taught, including an increased focus on mental calculations in mathematics, and teaching letters and the sounds they make (phonics), are underpinning improved rates of progress in basic skills. Good cross-curricular links are well established for most subjects. These enable pupils to regularly practise their basic skills, in particular by using computers, writing at length in a variety of styles on a wide range of topics and using mathematics to solve real-life problems. Opportunities for pupils to apply numeracy skills in topic work to increase their progress in mathematics further are not frequent enough.

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## What does the school need to do to improve further?

- Sharpen the consistency with which pupils practise and use their mathematical skills in topic work to enhance their learning.
- Improve attendance levels to above average by raising all parents' and carers' awareness of the importance of regular attendance and good punctuality.

## Outcomes for individuals and groups of pupils

2

When they join the school, children's skills and understanding are often below the expectations for their age. Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning are good. They make particularly good progress in English. The reasons for this were illustrated in a literacy lesson where pupils were learning about writing direct speech. In preparation for writing their own text, pupils worked hard to punctuate a text that had no punctuation marks, based on a story they were reading together in class. Pupils made rapid gains in their learning because they were interested in what would happen next in the story and they worked well together discussing their ideas in pairs. They enjoyed predicting what the characters would say and carefully practised using speech marks and other punctuation in their writing. In a mental mathematics session, pupils progressed well and deepened their understanding of multiplication and division concepts when they were challenged to use their logic and deduction skills to work out the values of unknown numbers.

Provision for pupils with special educational needs and/or disabilities is effective in ensuring that they make good progress. Extra help in lessons ensures they keep up and learn well. Additional sessions outside the classroom successfully boost the literacy and numeracy skills of pupils with moderate learning difficulties. Personalised specialist support from therapists and well-trained additional adults are particularly effective in helping pupils with speech, language and communication needs. Pupil buddies help new pupils to settle when they join the school. Pupils speaking English as an additional language receive extra guidance in small groups and in lessons so that they make good progress in their spoken English and across all subjects.

Pupils' behaviour is good around the school and in lessons. Pupils feel safe and are confident that adults will help them should any problems occur. Year 6 pupils lead assemblies on road safety, illustrating the high profile given to this aspect of the school's work. Together with visits from the local emergency services, cycling proficiency training and advice on keeping safe when using computers, pupils have a good awareness of how to keep themselves from harm. The school council organises whole-school charity fundraising, highlighting pupils' understanding of those in unfortunate circumstances.. Pupils in Year 5 enthusiastically read to children in the Nursery and Reception classes. Celebration of festivals from a wide variety of cultures and faiths, links with the local church, and activities during Black History Month and the school's international week, support pupils' good spiritual, moral, social and cultural development. Average attainment in basic skills and average attendance prepare pupils satisfactorily for the next stage in their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Teachers ensure that explanations of new learning are clear. They use a variety of resources to engage pupils' interest and enable them take an active part in lessons. For example, pupils in a numeracy lesson used coloured counters to explore the concept of probability and chance. Teachers manage classes successfully and reward pupils for their efforts and contributions in class. As a result, pupils enjoy their work; they often set to work quickly and concentrate well. In a few lessons, when pupils spend too long listening to the teacher, the pace of learning is not as consistently brisk. Most pupils know how well they are making progress and can explain their targets. Marking often makes clear how pupils can improve their work, although occasionally, some marking of topic work is not always as detailed.

Pupils are motivated to do well because they enjoy the wide range of activities that the school organises. Themed events, including health week and book week, bring the curriculum to life. Pupils appreciate regular visits to local places of interest, including a residential visit to an activity centre in Kent for pupils in Years 5 and 6. Partnerships benefit the curriculum well. For example, during science week, students from a local secondary school demonstrated experiments in assembly. Volunteer parents and carers make a positive contribution for example, by hearing pupils read. Planning in topic work sometimes misses opportunities for pupils to develop their mathematical skills.

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Staff, including the learning mentor, play a strong role in supporting pupils' social and emotional development. Good links with a range of outside agencies promote pupils' learning and well-being and are used effectively to provide additional help and for pupils experiencing difficult circumstances and their families. This includes close partnership with the children's centre. The school ensures that important information is passed on to secondary schools when pupils move on to the next stage of their education. All pupils receive additional help and guidance when they transfer to secondary school, particularly those who may find transition to secondary school difficult. The breakfast club ensures a positive and healthy start to the school day. Pupils who attend the after-school club benefit from the opportunity to socialise with pupils from other local primary schools, receive help with their homework, play games and share enjoyable activities together.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher promotes clear direction and works successfully with the deputy headteacher, staff and governing body to ensure all pupils are valued and enjoy themselves in the school's safe and caring environment. The school tackles discrimination and promotes equality well so that attainment and rates of progress have improved for all groups of pupils. Leaders and managers embed ambition well and have brought about sustained improvement in pupils' attainment and attendance and raised the quality of teaching. There remain a few inconsistencies, however, because subject monitoring occasionally focuses more on techniques than on the impact on pupils' learning and progress. The governing body knows the school well and fulfils its statutory duties effectively.

Safeguarding arrangements are good. The school site is very well maintained and secure. Staff are well trained and have a detailed awareness of safeguarding issues. Record keeping is of good quality and risk assessments are thorough. Community cohesion is promoted well. There are harmonious relationships between different groups of pupils and differences are respected. This ensures the school is a cohesive community. Through links with a school in Dorset, pupils have an understanding of those who live in contrasting communities in the United Kingdom. Links are developing with a school in France and the governing body is keen to help the school expand pupils' awareness of those who live in global communities.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Staff work successfully to establish positive relationships and create an environment where children can grow in confidence and develop good personal and social skills. Children take turns and share resources well. For example, in the Nursery, children worked well together recording themselves making animal noises. In Reception, children thoroughly enjoyed helping to tidy up. They made good use of equipment to sweep and clean surfaces and put resources and toys back in their place. Good leadership ensures that detailed records of observations are kept which are used well to plan the next steps in children's learning. Children's knowledge of letters and the sounds they make (phonics) is supported effectively because it is prioritised daily. Children in Reception confidently practised their reading skills by sounding out letters and miming actions that helped them to recall each letter sound quickly. There is an appropriate balance between adult-led tasks and opportunities for children to choose activities independently in the inside and outside areas in the Nursery and Reception classes. Children make good progress and enter Year 1 with particularly good levels in literacy. Adults often extend children's learning effectively, although occasionally, opportunities are missed to ensure children make even faster gains in their skills through discussion and questioning.



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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*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A smaller-than-average proportion of parents and carers responded to the questionnaire. The very large majority of those who did are happy with their child's experience of school and most are confident that their children are kept safe. The very large majority confirm that their children enjoy school and most evaluate the quality of the school's work to develop pupils' personal skills positively. Most agree that their children's needs are met and that they are well taught at the school. Inspection findings generally endorse the views of parents and carers regarding pupils' personal development. Inspectors found rates of learning and progress, pupils' academic outcomes and the quality of teaching and other aspects of the school's provision to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dowlerry 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	46	25	48	1	2	0	0
The school keeps my child safe	32	62	17	33	0	0	2	4
My school informs me about my child's progress	28	54	23	44	1	2	0	0
My child is making enough progress at this school	23	44	28	54	1	2	0	0
The teaching is good at this school	26	50	23	44	2	4	0	0
The school helps me to support my child's learning	27	52	21	40	3	6	0	0
The school helps my child to have a healthy lifestyle	18	35	28	54	4	8	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)	21	40	23	44	3	6	0	0
The school meets my child's particular needs	24	46	24	46	0	0	1	2
The school deals effectively with unacceptable behaviour	18	35	28	54	1	2	3	6
The school takes account of my suggestions and concerns	19	37	25	48	4	8	1	2
The school is led and managed effectively	24	46	24	46	4	8	0	0
Overall, I am happy with my child's experience at this school	25	48	25	48	0	0	1	2

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



31 March 2011

Dear Pupil

**Inspection of Donderry Primary School, Dondham BR1 5QL**

Thank you very much for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit very much and were pleased to see your new swimming pool and to hear how much you are enjoying your swimming lessons. This letter is to tell you about the judgements that we reached.

Donderry Primary is a good school. The youngest children get off to a good start in the Nursery and Reception classes. You make good progress in your learning to reach average standards by the end of Year 6. Those of you who need extra help are well supported so that you make good progress. Your behaviour is good and you get along well with one another. You take on responsibility enthusiastically. You have a good understanding of how to keep yourselves fit, healthy and safe. You like the clubs, outings and themed events that the school organises. The staff make regular checks on how well you are making progress. The adults look after you well and make sure that you feel safe at school.

We have asked that the teachers make sure that you have even more opportunities to practise your mathematics skills in a wide variety of topic work. We have also asked the school to work with your parents and carers to ensure that each of you comes to school every day and that you arrive on time for the start of the day so that you do not miss valuable learning. All of you can help by continuing to work hard.

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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