

Ealdham Primary School

Inspection report

Unique Reference Number	100120
Local Authority	Greenwich
Inspection number	376348
Inspection dates	11–12 October 2011
Reporting inspector	Gulshanbir Kayembe

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	326
Appropriate authority	The governing body
Chair	Neil Stevens
Headteacher	Christian York
Date of previous school inspection	5 March 2009
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They made visits to 15 lessons taught by 11 teachers. Inspectors met with groups of pupils, members of the governing body and members of staff. They observed the school's work, and looked at documentation, including the school development plan, assessment records and safeguarding policies. They analysed completed questionnaires from staff and pupils, as well as 74 from parents and carers.

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

- Do pupils in Key Stage 1 and children in the Early Years Foundation Stage make enough progress in developing their writing skills?
- How well developed is the provision for pupils with special educational needs and/or disabilities and what impact does this have on their learning?
- To what extent do pupils understand how well they are doing and what they need to do to improve?

Information about the school

Ealdham Primary School is a larger than average-sized primary school which draws the majority of its pupils from the surrounding area, although a minority come from further afield. The proportion of pupils known to be eligible for free school meals is well above average. While the majority of pupils are White British, a sizeable, and growing, minority come from a wide range of other ethnic backgrounds. Most of these pupils speak English as an additional language when they begin school. The proportion of pupils with special educational needs and/or disabilities is broadly average.

The Early Years Foundation Stage includes a Nursery class. Children in Reception are provided for in two classes. The school runs a breakfast club for its pupils which was visited during the inspection. An after-school club run on-site by an external provider was inspected separately. The school has achieved a number of awards including Artsmark, Basic Skills and Extended Schools.

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

Ealdham Primary School is a good school. An interesting curriculum supports pupils' spiritual, moral, social and cultural awareness well so that they develop into mature, reflective and confident youngsters by the time they are in Year 6. Parents and carers are highly positive about the school and the quality of their children's experiences. Their responses reflect the pupils' visible enjoyment of school. Pupils feel safe and secure in school because they have confidence in the adults who look after them. They know well how to keep themselves safe. Their understanding of healthy eating is not as good. While pupils enjoy fruit at break and are very active during play and lunchtimes, they do not always make healthy eating choices. Pupils' personal and emotional needs are well supported, especially where they have some difficulty in managing their own behaviour. Behaviour is good as a result. Lessons are calm and movement around the school very orderly.

Pupils' attainment is improving and their progress accelerating. Children get off to a good start in the Early Years Foundation Stage from very low starting points, especially in literacy. They make good progress as they move through the school so that, by the end of Year 6, attainment in English and mathematics is in line with national averages. The school has worked particularly hard to improve attainment in English. Pupils' speaking and listening skills are often good, especially by the time they are in Key Stage 2. Good progress in writing is made across the school, although there is a lot of ground to make up because children's starting points are so low. In the Early Years Foundation Stage, children have regular opportunities to develop early writing skills but sometimes writing activities are too difficult for some children or do not captivate boys as much as they do girls. Higher up the school, teachers make writing relevant to pupils and provide them with real reasons to write. However, in their eagerness to give effective support to pupils, they sometimes overuse templates or frames to guide their writing. This reduces the challenge, especially for more-able pupils, to develop extended writing on their own. Pupils make good progress in developing their problem-solving skills in mathematics and their thinking in science.

Teaching is good. Lessons are consistently well planned and activities take good account of pupils' interests. However, on occasions, overlong introductions mean pupils have less time to finish tasks or some pupils lose momentum and pace, and do not produce as much as others. In lessons, pupils with special educational needs and/or disabilities are usually well supported, often by teaching assistants. However, occasionally, learning targets for these pupils are not precise enough and, in these

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few instances, their progress slows.

The curriculum promotes creativity well right from the Nursery to Year 6. Planning for the use of literacy and numeracy across the curriculum is good. Work with the British Museum on exploring artefacts has stimulated children's curiosity and fired their imaginations. It has also inspired them with a desire to write about their work so much that pupils cannot wait to get their thoughts down on paper. Pupils' skills in information and communication technology (ICT) are developed well in designated lessons but they have too few opportunities to make use of ICT in other subjects.

The headteacher provides clear direction for the school's future development. He works in close and effective partnership with the deputy headteacher and the governing body. The school has improved well since its last inspection as a result of the focused work on raising achievement. As a result, pupils' attainment is higher and their achievement is good. These improvements, coupled with its accurate self-evaluation, means the school has good capacity to improve.

What does the school need to do to improve further?

- Improve the quality of teaching so that all of it is good and increasing proportions outstanding by:
 - ensuring that the pace of learning is suitably rapid in all lessons and that introductions are not overlong so pupils have enough time to complete tasks
 - ensuring tasks, especially those for the more able, provide more opportunities for independent extended writing
 - ensuring that all pupils with special educational needs and/or disabilities have targets that focus sharply on their learning needs

- Develop the curriculum through:
 - providing more frequent opportunities for pupils to use ICT in other subjects
 - strengthening pupils' understanding about healthy eating so that they more readily adopt healthy lifestyles
 - providing more writing opportunities for children in the Early Years Foundation Stage, especially for boys, that are pitched at the right level.

Outcomes for individuals and groups of pupils

2

Work in books is well presented and shows that pupils are making secure gains in their knowledge and understanding across the curriculum. Results of national tests and assessments show that an increasing number of pupils are reaching the higher levels in Years 2 and 6. Significant efforts by pupils and teachers enable the school's performance to match that of schools nationally in writing by the end of Year 6. However, many pupils, especially lower down the school, continue to find it hard to

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write at length unaided. Consequently, they are given much help and support but this is at times too much and limits opportunities to just have a go themselves. Pupils usually listen well in lessons and get down to work in a businesslike manner. For example, in a Year 6 lesson in mathematics, pupils listened attentively to a demonstration on dividing larger numbers. They then got down to work to apply this method to their own problems, helping and advising one another to get their answers right. These pupils sustained good levels of concentration and achieved success in their endeavours. Occasionally, a small number lose momentum when not closely supervised. Pupils demonstrate good skills of collaboration. In a Year 1/2 class, pupils worked in groups to draw up and annotate a map of Postman Pat's delivery round. They shared the tasks of labelling the map and wrote notes to describe some of the characters on the round. Pupils learning English as an additional language achieve well because they are given good support and lessons focus well on new vocabulary.

Pupils are thoughtful and considerate. They know the difference between right and wrong and enjoy debating moral issues. Following a classroom discussion, two Year 5 pupils, for example, posed a question about who was more important, Prince Albert or Dr Barnardo. This generated much discussion among others over lunch. Pupils get on well and mix well with those from different backgrounds to their own. The ethnic diversity of the school is well reflected in pupils' work and the activities they do. For example, news articles from some of the countries pupils come from are linked to those countries on a display map. Pupils contribute well to the school community. They are polite and kind to one another. Older ones help those who are younger. The school council is actively involved in leading valuable fund-raising opportunities. Pupils' participation in the community carnival makes a significant contribution to what is now an established annual event for the local community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	3

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

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers establish good relationships with pupils which secures good cooperation in lessons. Learning objectives are clearly defined and teachers outline clear criteria by which they and pupils can assess what has been successfully achieved. Most lessons are good and activities in these are particularly well planned to meet the varying needs of different groups as well as to make learning more fun. Where teaching is satisfactory, introductions are often overlong, giving pupils less time to complete their work. Occasionally, some pupils become distracted or lose focus and, therefore, complete less work than others. Marking is usually thorough and most pupils have a good understanding of how well they are doing and what they need to do to improve their work. While the social, emotional and behaviour targets for pupils with special educational needs and/or disabilities are clearly defined, their learning targets are not always as well developed. Other than this, provision for these pupils is good.

The curriculum for English, mathematics and science is carefully constructed to promote good progress. Cross-curricular activities for using literacy and numeracy are effectively woven into topic work and other subjects. There are good examples of writing in pupils' science books. Pupils are given relevant reasons and audiences to write for, such as invitations for parties and posters for a lost cat which are pinned around the school. Given the very low levels of writing that many pupils begin with, teachers develop some very useful templates and frames to help to build their writing skills up in a progressive manner. However, these are sometimes used a little too much and limit the opportunities for pupils to practise writing more freely. Displays around the school are vibrant and exciting, reflecting some outstanding work done with other schools and visiting professionals such as artists. Provision for music is good. The ICT suite provides regular experience of a good range of computer applications. However, limited portable ICT resources mean that pupils do not always have enough opportunities to apply what they learn in ICT lessons in other areas of the curriculum.

Pupils and families are supported extremely well. The learning mentor works actively and successfully with both. Pupils are known as individuals and their needs well understood. Those whose circumstances may make them vulnerable are particularly well supported. Consequently, pupils are ready to learn and to focus on their work in lessons. The school is working effectively to improve attendance which is currently satisfactory.

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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher sets high expectations of the school's work. A clear leadership structure supports the headteacher in running the school. He has established a culture of aiming high where staff want to do their best for pupils. A strong sense of teamwork is epitomised by the common aims and goals towards which all are working. Clear and very effective systems guide staff so that there is good consistency in the way they work. Teaching and learning are well monitored, particularly by the headteacher and deputy headteacher. Teachers have a clear understanding of their performance and how to improve. Middle and senior leaders lead their areas of responsibility effectively. Their roles in monitoring teaching and learning are being strengthened by greater involvement in observing lessons, for example. The good promotion of equal opportunities ensures that there is no discrimination and that all pupils are included fully in school life. The performance of different groups is well monitored and any differences quickly spotted and addressed.

The governing body provides good challenge and support to the school, and has a firm grasp of key strengths and the most important areas for development. It ensures that safeguarding requirements are effectively met. Risk assessments are rigorous, for example, and all adults working in the school are checked for their suitability to work with children. The school is a strong, cohesive community and its wide-ranging links with other schools and the community locally means it both benefits from, and contributes to others through these links. The curriculum provides good opportunities for pupils to learn about social, cultural and religious diversity within Britain and the wider world, and pupils also learn from one another. Links with schools abroad are being developed to extend pupils' experiences of the global community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities	2

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met	
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well in Nursery and Reception. The wide range of interesting and practical activities enables them to develop their skills and understanding quickly. The improvements in provision mean that children's attainment has been improving over the last couple of years. Most now attain the early learning goals for five-year-olds by the end of their Reception Year. Their performance is particularly strong in personal and social and creative development, though their skills in writing remain lower than expected, despite good progress from very low levels. The outdoor area is well used to support children's learning and there is a good balance between adult input and children choosing activities. Work is usually well planned to meet a wide range of needs. However, writing tasks are too difficult for some children. Boys in particular are less drawn at times to the writing activities than girls because these are not always woven effectively enough into activities that boys enjoy. There is a good focus on learning letters and their sounds (phonics) and children's speaking skills develop very well. Children with English as an additional language thrive in this environment and pick up English rapidly. Children's work is well assessed and this information is shared well with parents and carers as well as informing future activities. Teaching and learning in the Early Years Foundation Stage are well monitored and findings from this used well to drive further improvement.

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 overall response rate to the Ofsted questionnaire was lower than is the case in

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schools nationally. Nonetheless, in their responses, parents and carers are overwhelmingly positive about the school and nearly all are happy with their children's overall experience at the school. They are also strongly in agreement that their children enjoy school and are safe. A number of the written comments indicate that communication with the school is a strong feature.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ealdham 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	72	21	28	0	0	0	0
The school keeps my child safe	47	64	25	34	0	0	1	1
The school informs me about my child’s progress	4	59	29	39	1	1	0	0
My child is making enough progress at this school	40	54	31	42	2	3	0	0
The teaching is good at this school	50	68	22	30	1	1	0	0
The school helps me to support my child’s learning	44	59	28	38	1	1	0	0
The school helps my child to have a healthy lifestyle	39	53	33	45	0	0	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)	31	42	38	51	0	0	0	0
The school meets my child’s particular needs	36	49	37	50	1	1	0	0
The school deals effectively with unacceptable behaviour	36	49	32	43	2	3	1	1
The school takes account of my suggestions and concerns	37	50	33	45	0	0	0	0
The school is led and managed effectively	41	55	29	39	0	0	1	1
Overall, I am happy with my child’s experience at this school	51	69	21	28	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



14 October 2011

Dear Pupils

Inspection of Eadlham Primary School, Eltham, London SE9 6BP

Thank you for giving us such a friendly welcome when we visited your school recently and for sharing your views with us. Your school provides you with a good education that helps you to make good progress. Children get a good start in the Nursery and Reception. You also told us how much you enjoy school and the frequent visits out and visitors to the school.

Your very positive attitudes to learning were obvious when we visited lessons. We also noticed how well you worked with one another sharing ideas and resources. Staff take good care of you and older children look after younger ones well. This makes you feel safe at school. We agree with you that behaviour is good. You like running around and playing physical games during playtime but are less keen on eating vegetables at lunch. We have asked the school to help you learn a bit more about being healthy.

Adults support you well in lessons and teachers keep a close eye on how well you are doing. They ask questions that make you think and give you interesting tasks and activities. Staff and the governing body are keen to make the school even better than it is. To help them do this, we have asked them to:

- improve the teaching even more by making sure that you work at a good pace, practise writing on your own more often, and pupils who need more support have clearer targets
- make sure writing work is not too hard for children in Reception and that boys in both the Nursery and Reception classes are encouraged to write more often
- help you to improve your ICT skills by using these in other subjects.

To help your school improve, continue to do your best work at all times. We wish you all every success in the future.

Yours sincerely

Gulshanbir Kayembe
Lead inspector

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