

# Selwyn Primary School

Cavendish Road, London, E4 9NG

**Inspection dates** 11–12 September 2012

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

**This is a school that requires improvement. It is not good because**

- Teaching is not good enough. It fails to ensure that all groups of pupils make good progress. Improvements last year led to pupils' faster progress. In a minority of lessons, expectations are not high enough and work provided is too easy. Teaching often relies on overlong periods for pupils to listen to the teacher, limiting the time for work on individual tasks. Sometimes the tasks do not meet the variety of needs within the class. The teaching of phonics (linking letters with sounds) is underdeveloped in Key Stage 2. This leads to weaker readers being held back and insufficient emphasis given to supporting all pupils' reading.
- Pupils' progress and achievement cannot be judged good because the improvements are recent and inconsistent. Learning gaps evident by Year 6 are countered by a restricted curriculum to ensure pupils have time to catch up before they move to secondary school.
- Pupils' behaviour and its management require improvement. When lessons are unstimulating, boredom sets in, leading to minor disengagement and loss of interest.
- Leadership and management require improvement because most senior and middle managers are new to the school and their contribution to the drive for improvement is as yet undeveloped.

## The school has the following strengths

- Pupils' attainment has risen sharply this year to average. Standards have risen, too, in the Early Years Foundation Stage and Key Stage 1.
- The improvements are the result of a focused drive pursued by the executive headteacher and her assistant headteacher, together with the interim executive board brought in by a concerned local authority.
- The improved tracking of pupils' progress and effective action in quick response to this data have enabled groups lagging behind, for example pupils known to be eligible for the pupil premium and other minority groups, to be provided with well-targeted extra support, which has helped to close learning gaps.
- The school engages well with parents and carers and with the local community, including other schools and a local children's centre, providing a confident start for children in the Early Years Foundation Stage.

## Information about this inspection

- Inspectors observed 43 lessons or part-lessons, taught by 23 teachers. Three of these were joint observations with the executive headteacher.
- Inspectors held discussions with pupils, staff including middle and senior leaders, the Chair of the Interim Executive Board currently governing the school, and parents and carers.
- Inspectors observed the school's work, and looked at a range of the school's records, teachers' planning, pupils' work and school documents, including those for safeguarding.
- Inspectors scrutinised parent surveys held at the school as well as the 21 responses to the Parent View online questionnaire, and the 44 responses to the Ofsted questionnaire that the executive headteacher invited staff to complete.

## Inspection team

Ruth McFarlane, Lead inspector	Additional inspector
Olson Davis	Additional inspector
Kewal Goel	Additional inspector
Ann Short	Additional inspector

## Full report

### Information about this school

- This is a larger than average primary school in which the proportion of pupils known to be eligible for the pupil premium is well above the national average.
- More pupils than average are from minority ethnic backgrounds and speak English as an additional language.
- The proportions of pupils supported by school action, school action plus or with statements of special educational needs are higher than the national average.
- An executive headteacher, who also leads another local school, was brought in by the local authority in January 2011 along with another senior teacher. From this term they are joined by a newly appointed head of school and another assistant headteacher. Nine newly qualified teachers were among the 11 new teachers who joined the school this term.
- The local authority appointed an interim executive board to govern the school in February 2012.
- The school holds Healthy Schools Status and several other awards for its provision, including the International School Award.
- The school meets the Government's current 'floor standards', which are the minimum expectations for pupils' attainment and progress.

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

- Secure consistently good quality teaching and achievement over time throughout the school by:
  - being consistent and precise in adapting teaching and tasks to the needs of different groups
  - making sure that the pace of lessons supports good learning and that pupils have enough time to work at their own level
  - ensuring that pupils' good behaviour is sustained in lessons through tasks that maintain their interest and engagement.
- Develop the role of leadership and management at all levels by:
  - ensuring that the new managers and teachers provide increased levels of support to strengthen the existing programme of professional training to improve the quality of teaching and learning for all groups of pupils
  - ensuring that a systematic programme of linking letters with sounds is taught throughout the school and a greater focus is placed on practice in reading
  - increasing the impact of the sharing of high-quality lessons in raising the quality of teaching and pupils' achievement across the whole school.

## Inspection judgements

### The achievement of pupils

### requires improvement.

- The improved rates of progress pupils make are recent so that pupils' achievement over time is not yet consistently good. Progress over the past year for Year 5 was below national expectation. In previous years pupils who are known to be supported by pupil premium did not do as well as their group nationally and were over a year behind their classmates.
- In 2012, following new, well-focused initiatives to improve teaching, standards in reading, writing and mathematics rose to broadly average by the end of the Early Years Foundation Stage as well as by the end of years 2 and 6. Achievement is on an upward trend. As a result of a curriculum that focused heavily on boosting performance, higher attainers did well in Year 6 in reading, writing and mathematics.
- From starting points that are often below expectations, children now make a good start in the Early Years Foundation Stage and enter Year 1 with attainment that is broadly average. Children learn well because activities are varied and interesting. During the inspection a professional storyteller completely captivated a Reception class with his inspiring action-packed telling of Aesop's Fable, 'The Crow and the Snake'. The children made rapid progress listening and responding to all the well-chosen opportunities to promote letters and sounds and numeracy that were cleverly drawn from the story.
- The school's very clear pupil progress data show that the achievement gap that was previously evident between pupils who are known to be supported by pupil premium and others has narrowed significantly in the last year owing to well-targeted intervention. Pupils who speak English as an additional language are now making progress in line with expectation. The needs of disabled pupils and those who have special educational needs are now quickly identified and individual support given. Despite the same tasks being given in lessons, for all abilities, this additional support in class enables this group to make the same progress as the majority.
- Standards in reading are broadly average at Key Stage 1 and Key Stage 2. However, in Key Stage 2, pupils have not had the benefit of effective phonics teaching, so that they do not readily separate parts of unfamiliar words and then blend the sounds together to read them. By contrast, younger pupils are increasingly confident in using their knowledge of phonics to tackle unfamiliar words. As their reading progresses, older pupils are able to interpret and understand the texts they read. However, they do not always understand clearly the skills they need to develop to gain a deeper understanding, for example, of what the writer implies by the text.
- Pupils enjoy exploring and manipulating numbers in mathematics. However, they do not always learn at a good pace. For example, higher achieving pupils do not always move on as well as they could because they are not always challenged by the work. In one lesson observed, where the focus was on decimals, most pupils were unable to meet the learning objective because the worksheets they had been given were too simple. When they are not fully challenged or motivated by the task, the pace of work slows and pupils' attention wavers.

### The quality of teaching

### requires improvement.

- The impact of teaching on pupils' attainment improved last year. However, teaching overall is not good because: the improvements have only been evident for one year; the teaching of reading is not good in several year groups; and pupils' progress in most year groups is no more than in line with expectation.
- The teaching of reading varies. Children in the Early Years Foundation Stage benefit from well-structured phonics teaching which is increasingly meeting children's differing needs. Further up the school, not all opportunities are taken by teachers to encourage pupils to read for pleasure or research. Weaker readers are not always taught phonics systematically. Although opportunities are available for pupils to read in class, these are not always exploited

in lessons, so that it is more often the teacher who reads out the text or instruction.

- Teachers often keep pupils all together for too long, delaying opportunities for them to work at their own level. Consequently, the pace of learning slows.
- Teachers take account of pupils' varying needs through much-improved assessment processes but do not always tailor their teaching and tasks precisely enough. When this happens the same task is provided for all abilities, limiting the challenge for higher achieving pupils.
- Teachers' marking is regular and encouraging, and its quality demonstrates the positive impact of the focus on this aspect over the past year. It often guides pupils well on how to improve their skills.
- Teachers promote pupils' spiritual, moral, social and cultural development appropriately, for instance through enabling pupils to make links between their learning and the real world. This was evident in class assemblies that encouraged pupils to examine their feelings and begin to develop their moral code.
- Examples of good teaching are evident, where classrooms 'buzz' with activity and further learning is encouraged by teachers posing open-ended questions that spark pupils' curiosity and debate. For example, in a Year 5 numeracy lesson, good questioning enabled pupils to make good progress in understanding the place value of five-digit numbers.
- The good tracking systems enable quick identification of pupils who may be falling behind, for instance, disabled pupils and those with special educational needs. As a result, these pupils are appropriately included in effective support from teaching assistants, fostering good relations and ensuring no discrimination.

### **The behaviour and safety of pupils** require improvement.

- A few parents and pupils expressed concerns about behaviour and its management. About a quarter of the responses to the staff questionnaire considered that behaviour is not managed well in the school. The inspection found that the quality of behaviour is not good. It varies in relation to the quality of lessons. In less engaging lessons, pupils commonly lose interest and engagement and fail to behave well.
- There are sound policies to deal with bullying, should it occur. Pupils say that behaviour in the playground has recently 'got much better', and those pupils asked said they are no longer troubled by bullying. As a result of this, parents and carers say their children feel safe at school, and pupils agree.
- The school has appropriate anti-bullying procedures and there are no recorded exclusions. Pupils have a sound awareness of how bullying might occur, for example cyber bullying.
- A new system of rewards and sanctions has just been introduced. Pupils are enthusiastic about the 'golden cloud' and the progressive system of 'traffic lights' that serve as warnings.
- Pupils enjoy working collaboratively and respond positively to these opportunities, in those lessons where the opportunity is provided, but these opportunities are too few.
- Attendance had been low, especially for those pupils whose absence is persistent, but the most recent figures show an improvement to broadly average levels.

### **The leadership and management** require improvement.

- Although the executive headteacher and her assistant headteacher have focused relentlessly on improving teaching, through rigorous monitoring and stringent tracking of pupils' progress, staff turbulence has limited the long-term impact on securing good teaching and achievement. However, the success of these actions in securing pupils' improved achievement in 2012 demonstrates the school's capacity for further improvement.
- Leaders recognise the need for further focus on phonics teaching and reading development because they correctly identify the strengths and weaknesses of the school's performance. They also recognise the need to stabilise changes and support staff in their new roles to secure sustained improvement.

- Records show that those staff on the upper pay scale share their good practice with less experienced colleagues with the intention of improving lesson quality. However, with staff changes, these skills have yet to translate into consolidated improvement across the school.
- Most parents responding to the school survey and online were positive about the improvements in the school. The inspection found that the school works successfully to engage with parents and the local community and offers links with other local schools to benefit pupils' learning and development. For instance, a local children's centre holds a weekly mother and toddler group in the school, and school staff carry out home visits before children start in the Nursery, helping to ensure a confident start.
- The school does not tolerate discrimination and demonstrates a clear commitment to improving outcomes for all individuals and groups and fostering good relations. Refining systems for tracking pupils' progress has enhanced leaders' capacity to analyse the performance of different groups, showing that there is no consistent pattern to remaining variations. Staff at different levels are familiar with these data and use them increasingly well in their shared aim to secure good or better achievement for all.
- The school promotes pupils' spiritual, moral, social and cultural development through a curriculum which, for the most part, is balanced and enhanced by effective links between different subjects. Good features have led to the school's International School Award and Healthy Schools Status, but the curriculum for Year 6 last year was restricted.
- **The governance of the school:**
  - is a temporary arrangement to guide a school through turbulent times and secure improvements in pupils' achievement.
  - makes a strong contribution to the school. It is rigorous in challenging leaders to demonstrate sustained improvements in pupils' outcomes. It holds staff to account well, monitoring and checking all aspects of the school's work, bringing a wealth of experience to benefit the school and its pupils.
  - has plans to effect a smooth transition, in due course, to a permanent governing body with the experience and expertise to support further improvements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135124
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	406588

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

<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>	609
<b>Appropriate authority</b>	Interim Executive Board
<b>Chair</b>	Graham Moss
<b>Headteacher</b>	Maureen Okoye (executive headteacher)
<b>Date of previous school inspection</b>	26 January 2011
<b>Telephone number</b>	020 8527 3814
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