

Childeric Primary School

Childeric Road, London, SE14 6DG

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- Pupils' achievement has improved markedly since the previous inspection. Pupils, including disabled pupils and those with special educational needs, achieve well, and sometimes outstandingly. Attainment by the end of Year 6 is broadly average, although it is lower in writing than in other key skills. Pupils make considerable progress from when they join the school with skills well below expectations for their age. Progress in the Nursery and Reception classes is outstanding.
- This good progress is the result of good, and sometimes outstanding, teaching. Lessons typically show good pace. Teachers motivate pupils with a good range of activities. They gauge progress well and deploy staff effectively to support pupils with a range of learning difficulties.
- Leadership is outstanding. The headteacher, well supported by other staff, has brought about rapid and impressive improvements since the previous inspection in key areas like achievement and teaching. School leaders check the quality of teaching and learning systematically and thoroughly.
- Governors actively support the leadership in ensuring that all staff are held accountable for progress. They also ensure that resources are used very effectively to ensure the good progress and well-being of all pupils. The drive for success and the excellent quality of self-evaluation and planning, combined with a strong record of success, show that the school has the capacity to improve further.
- Pupils behave well, feel safe and enjoy school. Attendance is well above average. Pupils are excellent ambassadors for the school and enjoy taking on responsibility.

It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure outstanding achievement for all pupils. Occasionally there is not enough pace or challenge to ensure that more-able pupils in particular reach their full potential in lessons.
- Teachers' expectations of pupils in writing are not high enough in subjects other than English. Opportunities are missed to further improve the range and quality of writing to the same levels as are evident in reading and mathematics.

Information about this inspection

- Inspectors observed 25 lessons, taught by 17 teachers. Several of the sessions were joint observations carried out with members of the school’s senior leadership team. Inspectors also made some short visits to lessons and small-group sessions.
- Meetings were held with the headteacher and other members of the senior leadership team, with other members of staff, with three governors and a representative of the local education authority.
- The inspection team took account of 17 responses to the online questionnaire (Parent View) and also the 31 responses made to the staff questionnaire.
- The inspection team observed the school’s work and scrutinised a variety of documentation, including the school improvement plan, data on pupils’ current progress, governors’ minutes and documents relating to safeguarding.

Inspection team

John Laver, Lead inspector

Additional inspector

David Westall

Additional inspector

Ann Sydney

Additional inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school, and the great majority of pupils come from a wide range of ethnic minority backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, primarily those known to be eligible for free school meals, is more than twice the national average.
- There is a high proportion of pupils who speak English as an additional language, more than three times the national average.
- The proportion of pupils supported at school action is below average, but the proportion of pupils supported at school action plus or with a statement of special educational needs is more than twice the national average.
- The school does not use any alternative provision.
- A higher number of pupils than usual join the school other than at the usual starting times.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress.
- The school operates a breakfast club for pupils before the start of the school day.

What does the school need to do to improve further?

- Improve teaching, so that more of the good teaching becomes outstanding, by:
 - ensuring that the best teaching practice in the school is matched across all classes
 - raising teachers' expectations of what more-able pupils can achieve in lessons by making sure that tasks are always demanding enough for them
 - getting teachers to question pupils more when they are working independently, to ensure that they are always working at an appropriate pace and level of challenge.
- Improve attainment and progress in writing so that more pupils in Key Stage 1 reach Level 3, and more pupils in Key Stage 2 reach Level 5 (above average levels), by setting tasks which encourage pupils to write in more depth and detail in subjects other than English.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery at a lower than usual stage of development. They make outstanding progress, in response to outstanding teaching, so that their levels of skill and personal development are much closer to expectations by the end of Reception. Outstanding achievement was observed, with children socialising, playing constructively and rapidly learning skills such as counting, and linking letters and sounds (phonics).
- The progress of pupils by Year 6 has improved considerably since the previous inspection and achievement is now good. Pupils who have been in the school throughout all key stages achieve at a faster rate than the substantial minority who join the school other than at the usual starting points, often with challenging learning needs.
- Disabled pupils and those with special educational needs, those known to be eligible for free school meals, and the large number who speak English as an additional language all make good progress. Sometimes they achieve outstandingly well because the leadership has invested a great deal of time and resources into identifying needs and providing additional support.
- Previous gaps in attainment and progress between boys and girls, and between pupils from different ethnic backgrounds, have narrowed significantly in the last two years.
- Inspectors frequently observed good or outstanding learning. In one lesson older pupils enthusiastically discussed the imagery used in poetry, while teaching assistants skilfully enabled pupils of all abilities to play a full part in the activities.
- Occasionally more-able pupils do not achieve as well in lessons as they should. This happens when teachers talk for too long or do not give able pupils sufficiently demanding tasks early enough in the lesson.

The quality of teaching is good

- Teaching in the Nursery and Reception is outstanding. It results in outstanding learning, as was observed when children in Reception learned to count money and pretended to shop in the local supermarket. This became an exciting adventure because of the teacher's lively approach and use of interesting resources.
- Elsewhere in the school the teaching is typically good and sometimes outstanding. This is confirmed by the leadership's own records and the views of parents and carers and pupils.
- Where the learning is good or better, teachers meet the needs of all pupils well, including those who are disabled or have special educational needs. Teaching assistants and other adults, for example the speech and language therapist, skilfully assist pupils with a range of learning needs in order to improve their skills and understanding. Teachers use questioning to consolidate and improve understanding and use resources effectively to aid learning. This was observed, for example, in lessons where pupils were encouraged to develop confidence and listening and speaking skills.
- There is high-quality marking, especially in English. Pupils' work is marked thoroughly, with constructive comments showing pupils the good points and the areas for improvement. Teachers make pupils respond to the comments, and so assessment has a direct impact on learning. Pupils also learn to assess their own and each other's work.
- Occasionally the teaching and learning are less effective, when teachers talk for too long or have lower expectations of what more-able pupils can achieve. Sometimes teachers do not intervene enough to ensure that pupils working alone or with others are learning with sufficient pace and in sufficient depth.

The behaviour and safety of pupils are good

- Most pupils are keen to learn and they behave well in lessons and around the school. The great majority of parents and carers and pupils feel that behaviour is good. Older pupils understand that bullying can range from teasing to more serious actions, but they do not feel threatened themselves. Parents and carers and pupils are almost unanimous in declaring that the school is a very safe place.
- Behaviour is not outstanding because although attitudes towards learning are generally good, teachers still have to manage the behaviour of some challenging pupils carefully.
- Pupils feel very well supported. Learning mentors assist several pupils with learning difficulties well. Some pupils are from very challenging circumstances, including several who joined the school from elsewhere other than at the usual starting point. The school integrates these pupils very successfully, and there have been very few exclusions or incidents such as racist name-calling. The leadership deals promptly with the few incidents that do occur.
- The school has worked very successfully with parents and carers to improve attendance, which has risen considerably since the previous inspection to a level well above the national average. There are very few persistent absentees.
- Pupils enjoy school greatly. They talk enthusiastically about trips into London and various productions and community events.
- The school develops pupils' self-esteem and confidence very successfully, so that they are keen to take on responsibility. As well as serving on the school council, pupils have the opportunity to be school ambassadors or buddies. The school council has carried out initiatives such as setting up a 'reflection and resolution' bench for pupils to sort out issues between themselves.

The leadership and management are outstanding

- The headteacher has shown great drive and determination in making significant improvements since the previous inspection. All previous issues for improvement have been resolved, and the greatest success has been rapidly improving achievement for all groups of pupils. The school has met its existing targets and is well on track to meet or exceed the challenging new ones.
- Other school leaders, including team leaders and subject coordinators, share in the drive for continued success. All play a key role in checking the quality of teaching and learning and helping to improve staff expertise.
- Systems for tracking pupils' progress are now more developed. Pupil progress meetings are used very effectively to set targets and provide for pupils requiring additional support.
- Funding available through the pupil premium has been used very effectively. For example, the funding for additional staff such as learning mentors has had a direct impact on improving the progress of groups of pupils, for example those known to be eligible for free school meals, so that they now make good and sometimes outstanding progress.
- The headteacher manages teachers' performance systematically to ensure proper accountability. There is a clear link between teachers' pay and pupils' progress, and staff understand the process clearly.
- The curriculum is currently under review. Literacy and numeracy have a high profile. There is also an interesting range of topics such as 'All around the world' lower down the school and 'the Olympics' for older pupils. The leadership understands that there is more potential to teach key skills to a higher level through the various topics.
- The curriculum is enriched by extra musical activities, a wide range of visits, for example to London museums, and by various after-school clubs. The breakfast club offers an enjoyable and healthy start to the school day for some pupils.
- There is excellent provision to promote pupils' spiritual, moral, social and cultural development. For example, pupils' awareness of issues surrounding racism was observed during an assembly re-enacting the Rosa Parks bus segregation incident in the American South. The school has worked hard since the previous inspection to foster pupils' wider awareness of the world, for

example through establishing links with schools in Clacton and Uganda. The school and its families celebrate a wide range of festivals.

- Partnerships have a positive impact on learning. For example, links with local schools mean that pupils can use facilities in a nearby secondary school, and there are joint events for pupils to enjoy and learn from, and for staff to develop their own expertise.
- The school meets all safeguarding requirements. Adults know their responsibilities. Policies and procedures are updated and there is appropriate training.
- The school provides a safe and welcoming environment for pupils and parents and carers from very varied backgrounds. The leadership communicates well with parents and carers, offering workshops and less formal opportunities both to be in school and to support their children's learning at home. All pupils have equal access to what the school provides.
- **The governance of the school:**
 - Governors are very active, for example visiting lessons and joining staff training sessions. They are very knowledgeable, supporting the school enthusiastically and challenging the leadership constructively on issues such as curriculum development. Governors are closely involved in the school's self-evaluation and improvement planning. They understand how to ensure that the pupil premium funding has a decisive impact on pupils' progress. They also understand how progress links to the performance and accountability of staff, and they ensure accountability at senior leadership level.

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

Unique reference number	100675
Local authority	Lewisham
Inspection number	400420

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	455
Appropriate authority	The governing body
Chair	Dinah Griffiths
Headteacher	Ann Butcher
Date of previous school inspection	2–3 December 2009
Telephone number	020 8692 3453
Fax number	020 8465 6298
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