

Drew Primary School

Wythes Road, London, E16 2DP

Inspection dates 11–12 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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because they are taught well in all classes. By the end of Year 6 they reach average standards in writing and mathematics, and above average standards in reading.
- Disabled pupils and those who have special educational needs do well because their needs are understood and they are well supported.
- Provision in the Nursery and Reception classes is now good. From starting points that are well often below those typical for their age, children make good progress.
- In most lessons, teachers make it clear that they have high expectations of pupils' work and behaviour. They plan lessons well. Some teaching is outstanding.
- Pupils receive good advice on how to improve their work through teachers' spoken feedback. Marking in writing is of high quality and supports pupils' good progress.
- Behaviour is good, in lessons and around the school. Pupils feel safe and have positive attitudes towards their learning.
- The school is led and managed well. The headteacher has successfully improved the quality of teaching, and this has contributed to improving standards and pupils making progress more quickly than in the past.
- Governors know the school's strengths and weaknesses. They provide good support but also ask demanding questions to make sure the school keeps on improving.

It is not yet an outstanding school because

- Not enough pupils, particularly the most able, reach the higher National Curriculum levels in assessments in English and mathematics because work is occasionally too easy for them.
- The high quality marking seen in writing is not found in all subjects and this sometimes limits the progress pupils make.

Information about this inspection

- Inspectors observed 27 lessons, three of which were joint observations with the headteacher. In addition, the inspection team made a number of other short visits to observe one-to-one support and small group booster sessions.
- Inspectors also watched a school assembly.
- Inspectors listened to pupils read and met with two different groups of pupils. They spoke with three school governors, a local authority representative and school staff, including senior and middle leaders.
- Inspectors took account of the eight responses to the on-line Parent View survey when carrying out the inspection, and also spoke to parents who were bringing their children to school or collecting them at the end of the day. Responses to the school's own staff and parent questionnaires were also considered.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring documents, and records relating to behaviour, attendance and safeguarding.
- Inspectors visited the breakfast club, which is run by the school.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Linda Chesworth

Additional Inspector

Noureddin Khassal

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The majority of pupils are from minority ethnic groups and speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children and those known to be eligible for free school meals, is well above average.
- The breakfast club on site is managed by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses its own facilities to teach pupils and does not use any alternative provision.

What does the school need to do to improve further?

- Raise teaching and achievement to more consistently outstanding in English and mathematics by:
 - making sure that teachers plan lessons which consistently challenge all pupils, particularly the most able, so that more pupils reach the higher National Curriculum levels
 - ensuring that the high quality marking seen in writing is extended across all subjects to show pupils how they can improve their work.

Inspection judgements

The achievement of pupils is good

- When children join the school in the Early Years Foundation Stage, their skills in English and mathematics are generally well below typical expectations for their age. They make good progress through the school, and by the end of Year 6 are reaching average standards overall. Occasionally, a few of the most able pupils do not make the progress which they are capable of when the work set is not challenging enough.
- Parents, carers, and pupils all say that progress is now good. Gaps are closing between girls and boys and the school has deliberately created clubs which are aimed at improving girls' achievement. Pupils known to be eligible for free school meals also achieve well. Extra funding through the pupil premium is used particularly well to provide targeted after-school clubs, homework club and booster groups.
- Standards of reading are now above average. The more-able pupils in Years 2 and 6 read fluently and with good expression, demonstrating skills above those expected for their age. Less-able pupils in these years show a secure grasp of the principles of reading and how they have been taught to cope with unfamiliar words. Pupils speak happily about how much they enjoy reading.
- Disabled pupils and those who have special educational needs receive good quality support and achieve well as a result. A few make outstanding progress. Additional funding to provide adult support for smaller groups has been effective in promoting pupils' success in learning.
- The achievement of pupils from minority ethnic groups is similar to other pupils and is now good. Those who speak English as an additional language also make good progress, because the school identifies their needs early on and puts in appropriate support. The school is also active in working with parents and holding meetings in school to encourage them in.
- All pupils make at least good progress in lessons. In a few of the lessons observed, progress was outstanding. Pupils are keen learners and rise to the challenges set for them by their teachers. In a typical English lesson, pupils were eagerly writing their own letters to the headteacher, trying to persuade her to allow them to have a celebratory party. They did this with accuracy and precision, having learned to edit and review their written work, with some pointing out that this is what 'all great writers do'.

The quality of teaching is good

- Lesson observations and the work seen in pupils' books show that good teaching enables pupils to make good progress and achieve well. In the majority of lessons, teaching is consistently good. This evidence also shows that teaching has improved over time, and is now outstanding in an increasing number of lessons.
- Teachers of the same year groups plan together carefully, taking account of what pupils already know, understand, and can do. This ensures that tasks are suitably demanding for most pupils and engage the interest of both boys and girls, and motivate them well.
- In the Early Years Foundation Stage, children benefit greatly from well-organised activities and from learning early reading and writing skills in different ability groups. Teaching encourages children to find things out for themselves and skilful staff take every opportunity to encourage them to be independent and responsible for their learning.
- The needs of disabled pupils and those who have special educational needs are identified early. Progress of every pupil is carefully tracked and pupil progress meetings are effectively used to tailor support to individual needs. All pupils receive high quality support from teachers and specialist teaching assistants as appropriate to their needs, either within lessons or in one-to-one or small group activities. This approach also particularly helps those pupils for whom English is an additional language make the same good progress as others in their classes.
- Activities in lessons are lively and varied. Teachers increasingly use information and communication technology, visual aids, and a range of paired and group activities so that pupils

can be actively involved in their learning. Their resulting motivation and enjoyment of learning contribute to their good progress.

- Where teaching is outstanding, teachers are very effective in creating opportunities for pupils to develop their thinking, apply ideas and work independently.
- Most pupils are suitably challenged and rise to meet the high expectations of the adults steering their learning. Occasionally, the most able pupils are given work that is not demanding enough for them and this can limit their progress.
- The most effective marking is in writing, and pupils say that they value this as it helps them to reach their targets. Good quality feedback makes sure that pupils know how to improve their work. Pupils are very keen to write neatly and accurately, so that they can earn their 'pen licence'. However, marking in other subjects is not of this high quality and pupils do not always have such a clear understanding of how to improve their work.

The behaviour and safety of pupils are good

- Pupils are typically polite and well behaved around the school and in breakfast club. They respond well in class, especially when teaching is good, and show positive attitudes to learning. Pupils cooperate well with staff and each other and work well as a team and in groups.
- The small number of parents and carers who responded to Parent View and staff who completed the school staff questionnaire agree that behaviour in lessons and around school has improved.
- Pupils are proud of their school community and the older ones speak positively about how the atmosphere has changed for the better. They treat each other with mutual respect and are tolerant of each other's differences. Pupils take on the roles of buddies, play leaders, councillors and volunteer helpers and make themselves available to others during the school day.
- Staff manage pupils' behaviour consistently well across the school.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk and know about different types of bullying and how to keep themselves safe, especially on the internet. Designated pupils are trained anti-bullying ambassadors and the school has been recognised nationally for its work in this area. There are few racist incidents and discrimination is not tolerated.
- Attendance has improved and is now above the national average. The school has been active in raising attendance and continues to tackle unauthorised absence. The school looks closely at the attendance of specific groups and this has been helpful in strengthening contact with families who struggle to ensure their children attend regularly.

The leadership and management are good

- The new headteacher has been successful in establishing and communicating a clear vision of improvement for the school and aims to develop all teachers as leaders. Members of the leadership team work well together and their high expectations are reflected throughout the school.
- The school keeps all aspects of its work under constant review. School development plans are realistic and sharply focused. They illustrate well the school's ambition to seek ongoing improvement, and termly plans to raise attainment are linked to close monitoring of the quality of teaching, learning and progress.
- Leaders make sure that the way they check on teachers' performance links directly to whole-school priorities, the impact on pupils' progress and, in turn, staff salaries. This has raised the quality of teaching in the school, including the proportion of good and better lessons. Parents and pupils have commented on this improvement since the last inspection.
- Good staff training and the opportunity to work in teams within the different key stages have led to marked improvements in the Early Years Foundation Stage, and strengthened teaching and planning in both of the other key stages, as well as teachers' marking and assessment of pupils' work. This means that the staff are more skilful in adapting work to suit the needs of individuals and groups. This is especially noticeable in the school's approach to writing and the rapid

movement of pupils between ability groups as their progress accelerates.

- Pupils are taught a broad and interesting range of subjects. Special events provide inspiring and memorable experiences, and pupils enjoy the different themes and topics they study. The school runs a wide range of clubs in and out of school time and specifically targets these at particular groups of pupils.
- Equal opportunities are rigorously promoted. No pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination against any pupil.
- The school promotes pupils' spiritual, moral, cultural and social development well. It has strong links with the local community. Pupils have worked alongside parents and governors to develop and promote their anti-bullying views. This has been recognised and reported in the local newspaper.
- The local authority has supported the school very well. It has contributed to improvements in teaching, and its assessments of the quality of teaching and learning have contributed to the overall rise in the quality of teaching. As the school has improved and is now good, support is at a much lower level.
- Safeguarding meets current government requirements and is effective. The school carries out the necessary checks on staff to ensure their suitability to work with children. All staff have undergone training at the required levels.

■ **The governance of the school:**

Governors work in close partnership with the school and the local authority. They show a clear determination to drive forward standards, while retaining a strong belief in each pupil as a unique individual. They ensure that financial resources continue to be efficiently managed, for example in the way that pupil premium money is spent on providing additional teaching support for pupils who are behind in their literacy and numeracy. They are also aware that retaining boys' interest in reading and promoting girls' self-esteem and ambitions are essential. Governors see that staff performance management is checked carefully, so that improved teaching remains the key to driving up standards of achievement. Governors make sure their monitoring includes regular visits to check directly on key areas of the school's work such as achievement, the quality of teaching and leadership and management. This helps them to gain a good working knowledge of the school's strengths and what still needs to improve, and is supported by training in improving their own role so they can compare how well the school is performing against other comparable schools.

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	102717
Local authority	Newham
Inspection number	404836
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Denis Shea
Headteacher	Natasha Scott
Date of previous school inspection	8 December 2010
Telephone number	020 74761727
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