

South Rise Primary School

Brewery Road, London, SE 18 7PX

Inspection dates

14–15 March 2013

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 is good from their starting points. Attainment in Key Stage 1 is particularly good and is improving at the end of Key Stage 2.
- Pupils' behaviour is good. They are caring and thoughtful towards one another and have a strong sense of belonging to the school's community.
- Teaching is good and sometimes outstanding. There is clarity amongst staff about what makes high-quality teaching and learning, which has contributed significantly to rapid improvement over the last two years.
- Topics use the local area and resources well with an emphasis on speaking and listening. Recent work on the 'Cutty Sark' captivated and motivated the children.
- Leadership and management are exemplary. Leaders at all levels share the responsibility for giving pupils the very best opportunities to succeed.
- Communication between the leadership team and members of the governing body is excellent. Governors hold the school rigorously to account for pupils' performance. For example, they make sure pupil premium funding is used effectively to close the gap between eligible pupils and their peers.

It is not yet an outstanding school because

- Standards in Years 3 and 4 need to continue to improve.
- Sometimes pupils have limited opportunities to work on their own.
- Some pupils do not have sufficient time to respond to teachers' comments in their books.
- Not all teachers set work at the right level for pupils' abilities.
- Some pupils do not have enough opportunities to write at length.
- Children in the Early Years Foundation Stage do not have enough opportunities for structured outdoor learning.

Information about this inspection

- Inspectors observed 29 lessons, of which two were joint observations with the executive headteacher and head of school. In addition, inspectors made short visits to 10 lessons. Each class was observed at least once. Inspectors observed children playing at lunch and playtime, and listened to a sample of Year 2 and Year 6 pupils read.
- Inspectors had discussions with the Chair of the Governing Body, a representative from the local authority, the executive headteacher and head of school, senior leaders, middle leaders, the teaching staff and a group of pupils.
- Inspectors looked at a range of documentary evidence, including the school’s records of pupils’ progress, documents relating to health and safety, staff vetting procedures and special educational needs, the school website, the governing body minutes, and the school’s checks on its progress and priorities for improvement. Pupils’ written work was also examined.
- Inspectors took account of the responses of 24 parents and carers to the online questionnaire (Parent View), as well as the school’s most recent survey of parents and carers, and the results of 61 staff questionnaires. Inspectors met some parents and carers informally at the start of the school day.

Inspection team

Rebekah Iiyambo, Lead inspector

Additional inspector

Janice Thomas

Additional inspector

Clementina Olufunkel Aima

Additional inspector

Michael Elson

Additional inspector

Full report

Information about this school

- This is an above-average-sized primary school.
- The school is part of a federation and a new leadership team has been in place since February 2012, following a review by the local authority.
- A very high proportion of pupils speak English as an additional language, some of whom are at the early stages of learning English. The majority of pupils are of African heritage.
- An above-average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and pupils with a parent or carer in the armed services.
- The Early Years Foundation Stage consists of a Nursery and Reception.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of those supported at school action plus or with a statement of special educational needs is also above average.
- The school currently holds International School, Healthy School, Active Mark and ICT Mark awards, with silver awards for Eco-Schools and Sing-Up.
- The school is used by the local authority to support other local schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise standards in Key Stage 2, particularly in Years 3 and 4, by making sure that all teachers:
 - consistently give more time for pupils to respond to marking and feedback comments, so that they can improve the quality of their work
 - allow more opportunity for pupils to practise the skills needed to produce good-quality extended writing.
- Increase the proportion of outstanding teaching by making sure that:
 - excellent practice in the school is shared with all staff to increase the consistency of suitably demanding activities for pupils of all abilities
 - more pupils in each class have opportunities to work on their own and take responsibility for their own learning
 - Early Years Foundation Stage children have more opportunities to learn successfully during structured outdoor activities.

Inspection judgements

The achievement of pupils is good

- Standards have risen significantly over a three-year period in Key Stage 1 and for the past two years in Key Stage 2. Attainment is above average in Key Stage 1 and is in line with national expectations in Key Stage 2. The overall picture is one of rapidly improving progress for all pupils regardless of their ability or ethnicity which is set to be sustained for a longer period of time. One parent commented that 'Over the last 12 months, my daughter has learnt how to learn.'
- Pupils are now achieving well in reading, writing and mathematics. However, their progress in writing is restricted by having too few opportunities to write longer pieces of work.
- Children start school below national expectations and make good progress in the Early Years Foundation Stage. Rapid progress continues in Key Stage 1. This is because the school sets aspirational targets for every child in each class. It is beginning to have an impact on the older pupils' achievement.
- Successful use of pupil premium funding for one-to-one and small-group tuition has helped these pupils achieve an average points score higher than other pupils of the same age nationally at the end of Key Stage 2. In 2012, the attainment of pupils known to be eligible for free school meals was the same as other pupils in English and mathematics and there were no gaps. There were no looked after children or pupils from service families.
- The Early Years Foundation Stage gives children good experiences in developing their speaking and listening skills with a range of stimulating activities to develop their early writing. However, adults do not provide enough opportunities for structured learning in outdoor play activities.
- Phonics (the sounds that letters make) is very effectively taught and, as a result, pupils achieved well above the national average in last year's Year 1 screening check.
- Disabled pupils and those who have special educational needs make better progress than their peers. This is because their learning needs are identified early and they receive well-targeted support in lessons alongside specific programmes for individuals and groups.
- Pupils enjoy reading and can talk confidently about favourite authors. They read well because they use a range of different approaches, including good comprehension skills. They enjoy sharing books with each other, and this has started to bring about an improvement in the quality of their writing.

The quality of teaching is good

- Teaching has improved since the last inspection. Staff question, challenge and strengthen learning for each group of pupils at a good pace.
- Year 1 and Year 6 teachers in particular outlined how their questioning skills had improved and that they were now making more effective use of other adults in the classroom. These year groups have the best quality of teaching, observed during the inspection and in the school's own monitoring evidence, and this has a direct impact on the achievement of the pupils.
- Teachers have very good subject knowledge and expect the best of pupils. There is mutual respect between adults and pupils.
- Mathematics in particular is effectively taught across Key Stages 1 and 2 and, as a result, pupils of all ages do well. In one Key Stage 1 lesson, activities planned at different levels of difficulty offered a good level of challenge to all pupils. They worked happily in groups and enjoyed solving problems relating to the organisation and interpretation of data. However, matching work to pupils' ability is not consistent in all year groups and subjects, particularly across Years 3 and 4.
- In the best lessons, pupils respond with eagerness and enthusiasm, and soak up learning, especially when the pace of lessons is rapid and they are actively involved in the tasks set. For example, in a Key Stage 1 class, within minutes of entering the room, the pupils worked

enthusiastically on the addition of money in real-life situations, which challenged their thinking.

- Pupils do not have enough opportunity to respond to teachers' marking across year groups in Key Stage 2. This lack of consistency means that pupils do not always know how to improve their own work and become more independent during lessons to meet the challenging targets that they are given.
- Outdoor activities for Early Years Foundation Stage children are not always structured enough to achieve successful learning experiences.
- Specialist support for disabled pupils and those who have special educational needs is effectively coordinated and enables staff to provide good support to individuals and small groups of pupils.

The behaviour and safety of pupils are good

- There has been a rapid improvement in behaviour, because pupils now have a good understanding of what the school expects. This is shown by a significant increase in attendance, which is now high, a decrease in the number of incidents of misbehaviour recorded in behaviour logs and a dramatic decrease in exclusions.
- Pupils have opportunities to reflect on their learning, and show respect to different feelings and beliefs. They uphold the school's positive values during lessons and around the school.
- Collaboration amongst pupils is used to great effect. They show interest in each other's efforts in class and get on well together at break and lunchtimes. However, on occasions, there is some boisterous behaviour when children have unstructured play. There are also some occasions when low-level off-task chatter can limit the pace of learning.
- Pupils work well in groups and use steps to show them how successful they have been in learning effectively. One Year 6 boy commented that learning now is really challenging 'because we have to think and explain for ourselves'.
- The school is welcoming for all members of the school's diverse community. Parents and carers are clear that behaviour has improved significantly since the new leadership team arrived and some indicated that their concerns about bullying had been addressed well.
- Pupils feel safe and secure in school. They know about the different types of bullying and insist that occurrences are rare. This is because the school has worked hard on showing the pupils how they can resolve conflicts that may arise, including the provision of workshops for both parents and carers, and pupils, on e-safety.
- The use of 'talk partners' is a strategy that is developed to very good effect. This emphasis on speaking and listening has resulted in pupils who are confident making presentations in assemblies and explaining what they are learning during lessons.

The leadership and management are outstanding

- The headteacher and the executive headteacher work very effectively together and have the highest ambitions for the school. During the inspection, leadership was described by parents and carers, staff and the local authority as 'innovative', 'inspirational' and 'well-grounded by research'.
- The senior leadership team has quickly improved teaching by providing colleagues with clear guidance, regular checking of their work and effective support where required. There is a clear vision for school improvement which is well reasoned with a focus on bringing about the highest-quality teaching and learning.
- Other staff with leadership responsibilities make a strong contribution to improving the quality of education and care. They keep a very careful eye on the progress of pupils in their assigned areas and act swiftly if any appear to be falling behind. There is a common drive to provide pupils with equality of opportunity and discrimination is not tolerated.
- The leadership team has the full support of the staff in improving teaching and pupils'

achievement as quickly as possible. This is evident in the significantly better results in 2012.

- Teachers respond positively to the high-quality training that is provided by leaders in the school. They value the change of emphasis in teaching and learning recently introduced. Even though this has been a rapid change, both newly appointed staff and those who have been at the school for a long period of time state that they have improved all aspects of their own teaching.
 - The local authority uses the school as a hub to offer teaching and learning training for other schools. The school draws upon research-based project work that takes place in partnership with King's College, London and Exeter University, to provide this training. The school also supports the development of leadership skills in two other local schools.
 - Subjects and topics are broad and balanced, with a wide range of music, drama, cooking and sport enrichment that provide an exceptionally interesting and informative experience for the pupils. The teachers work hard to make topics as relevant, interesting and memorable as possible by using local resources, such as the tea clipper 'Cutty Sark'. Classroom and corridor displays celebrate a wide range of different cultures in attractive and stimulating ways which help pupils make very good progress in learning how to live in harmony within their community.
 - **The governance of the school:**
 - The members of the governing body have the drive and ambition to make the school the best it can be. They can identify very clearly where they need to get to, and how to do this quickly. The governors have a thorough understanding of their responsibilities and statutory duties, such as making sure that safeguarding training and the staff 'single central record' are checked. They have appointed members who are well able to challenge the school leadership team and raise aspirations in the local community. Governors ask challenging questions about the value of spending decisions and the impact these have had on pupils' learning and progress, as well as how well pupils are doing compared with all pupils nationally. This has led to excellent decisions about how pupil premium funding is used, including very effective training across the federation. Governors know the results of teachers' appraisal and how this is linked to pupils' progress and decisions about salaries. They know what the school is doing to reward good teaching and to tackle any underperformance.
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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	131183
Local authority	Greenwich
Inspection number	406416

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	642
Appropriate authority	The governing body
Chair	Susan Skidmore
Executive Headteacher	John Camp
Head of School	Sophie Powell
Date of previous school inspection	16–17 March 2011
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