

# Eardley Primary School

Cunliffe Street, Streatham, London, SW16 6DS

## Inspection dates

6–7 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- This is a much-loved school where pupils do well, and feel safe and happy.
- The school is inclusive. No one feels left out in this caring environment. Pupils respect one another and get on well together. They behave well and enjoy learning.
- Pupils achieve well during their time at the school. They learn well and, from starting points that are in many cases a good deal lower than average, they make strong progress and leave school with results that are generally average.
- The quality of teaching is good, enabling most pupils to make good progress. Tasks are interesting and matched well to pupils' individual needs, enabling all groups to make similar progress, so that no group falls behind.
- Pupils enjoy the creative curriculum and learn well while having fun.
- Leaders and managers know the strengths and areas for development of all their teachers and are effective in ensuring that the quality of teaching is good.
- Governors are enthusiastic and effective in supporting school leaders.
- Leaders and managers know their school well, and are honest and open in their self-evaluation. Important aspects of the school's work have improved since the previous inspection: attendance has risen, and the Nursery and Reception classes now provide well-planned tasks and inviting activities.
- School leaders check the progress of all pupils carefully. They plan well for future improvements. The school is well placed to continue to improve.

### It is not yet an outstanding school because:

- Pupils are sometimes given too many printed worksheets to fill out or colour in and, when this happens, they miss the chance to develop fluency in writing down their own thoughts and ideas.
- Although marking often gives pupils helpful guidance on how to improve, this is not always consistent and, as a result, pupils sometimes leave tasks unfinished, or repeat the same mistakes.

## Information about this inspection

- Inspectors observed 23 lessons across a range of subjects, mostly observed jointly with the headteacher or his deputies.
- Inspectors listened to pupils read, looked at samples of their work and attended assemblies.
- Meetings were held with senior leaders and teachers with responsibilities for specific subjects; the Chair and the Vice-Chair of the Governing Body and the Chair of the Personnel Committee; two representatives of the local authority; and groups of pupils. Inspectors took account of the views of staff in 19 questionnaires.
- There were 48 responses to the online Parent View questionnaire. Inspectors considered these and also spoke to several parents and carers during the inspection.
- Inspectors observed the school's work, and looked at a range of documents including development plans, the self-evaluation report, local authority evaluation reports, the data on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and the governing body minutes.

## Inspection team

Natalia Power, Lead inspector

Additional Inspector

Ann Short

Additional Inspector

Peter Sowrey

Additional Inspector

## Full report

### Information about this school

- Eardley is larger than the average primary school.
- Almost half of pupils are known to be eligible for the pupil premium, which provides schools with additional funding for children looked after by the local authority, for pupils known to be eligible for free school meals, and those with a parent in the armed services. This proportion is much higher than the national average. At Eardley, nearly all the pupils eligible for the pupil premium are those eligible for free school meals.
- Nine out of 10 pupils come from a wide range of minority ethnic heritages, and this proportion is considerably higher than usual. Almost two thirds of pupils speak English as an additional language, and this proportion is much higher than the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action is a little higher than average, as is the proportion supported at school action plus or with a statement of special educational needs.
- There is no alternative provision, such as a resource unit for disabled pupils or those with special educational needs.
- 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?

- Teachers should help pupils to improve their writing by giving them plenty of opportunities to write down their research and ideas, rather than using printed worksheets.
- Leaders and managers should carry out regular scrutinies of pupils' workbooks to make sure that teachers' marking:
  - offers guidance in all subjects on how pupils can improve
  - ensures that pupils act on the advice and do not repeat the same errors.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well. They make strong progress during their time at the school. From starting points which are often significantly below average, they leave school with broadly average results in the national tests taken at the end of Year 6.
- Children start the Nursery Year with language, number and social skills which vary but are often considerably below those expected for their age. Through skilled teaching and creative activities with a stimulating level of challenge, the children make good progress in their learning throughout the Nursery and Reception classes.
- Pupils continue to make good progress overall from Year 1 to Year 6. The school goes to considerable lengths to provide support for pupils in danger of falling behind. As a result of this individual attention, pupils from a wide range of minority ethnic heritages make strong progress. This shows how pupils benefit from the school's commitment to equality for all.
- Inspection evidence, obtained from observing lessons, looking at samples of pupils' work and talking to pupils, and parents and carers, shows a general pattern of good progress. National and school achievement data support this.
- The school caters successfully for the large number of pupils who speak English as an additional language, identifying their needs early and working with small groups to meet these needs. As a result of this high-quality support, these pupils quickly catch up and do as well or better than others in the school.
- The school is responsive in putting in place additional support for disabled pupils and those with a range of special educational needs. As a result, these pupils make good progress in line with others. Parents and carers told inspectors that they appreciate the way the school keeps them informed, so that they are confident that those with a range of additional needs are given effective support.
- The school fosters in pupils a love of reading, and they enjoy reading for pleasure. Pupils are effectively taught sounds and letters, and how they come together to form words (phonics). As a result, Year 1 pupils were close to average in the 2012 phonics screening check. The strong focus on reading is sustained throughout the school. For example, in the 2012 tests taken at the end of Year 6, pupils were a term ahead of those in the country as a whole in reading.
- Pupils do a little less well in writing than in reading or mathematics. This is because the school does not always ensure that pupils have enough chances to write at length in subjects other than English.
- The school has a positive effect on the learning of pupils eligible for additional funding through the pupil premium, and they make similar progress to all others in the school. Nationally, the Year 6 attainment in English and mathematics of pupils supported by this extra funding is around two-and-a-half terms behind that of all other pupils. At Eardley, attainment varies in line with the starting points of these pupils. In 2011, pupils eligible for the pupil premium were ahead of their peers in both English and mathematics, but in 2012, with a cohort starting significantly below average, they were almost a year behind in English and well over a year behind in mathematics.

### The quality of teaching is good

- Teaching over time is good because it enables pupils to make strong progress in their learning.
- Most lessons provide work that is matched successfully to pupils' varying abilities, and most lessons are brisk and purposeful. In one fast-paced Year 5 mathematics lesson, for example, pupils were given a range of activities to explore how to use 24-hour clocks; some pupils undertook their own research, while others were supported by adults or used number lines to help them. All the pupils enjoyed their differing challenges and learned quickly.
- Teachers ensure through effective questioning that pupils have as many chances as possible to speak and be heard in the classroom. This focus on speaking and listening skills begins in the

Nursery and Reception classes, where the adults ask the children questions that require more than a 'yes' or 'no' response. For example, children in one Reception class were asked to retell a farmyard story and, to give them confidence in using whole sentences, the teacher encouraged them to act out the scenes with toy animals.

- Pupils are given many chances to work together sociably, discussing tasks and researching topics with one another. This enables them to learn for themselves instead of always being told.
- Pupils enjoy the creative curriculum. A Year 6 class, which had recently seen the David Bowie exhibition at the Victoria and Albert Museum, were excited by the art and music which the teacher brought to the lesson, and quickly learned historical techniques, such as forming a timeline of the singer's life.
- Teaching assistants make a valuable contribution to pupils' learning, helping them individually and in small groups, and working with pupils of all levels of ability, including those with a range of additional needs, to enable all to make good progress.
- Marking often provides pupils with clear advice on how they can improve their work, and is particularly helpful in their English books. However, this is not always the case in all subjects, and teachers do not always insist that pupils finish each piece of work, or spell and punctuate accurately and, as a result, pupils are sometimes allowed to be a little careless and to repeat errors.

### **The behaviour and safety of pupils** are good

- Pupils generally behave well in lessons and around the school. They are polite and welcoming to visitors. Pupils show their love of the school through their attendance, which has been rising.
- Pupils have positive attitudes in the classroom and want to learn. They respond well to adults and understand the school's reward systems.
- The youngest children in the Nursery and Reception classes are encouraged to share and take turns when using the indoor and outdoor equipment, and they get on well with one another.
- The school promotes pupils' spiritual, moral, social and cultural development well, and as a result, pupils respect one another and get on very well together. The school is highly inclusive, and this was favourably commented on by parents and carers, and grandparents, who spoke to inspectors. The school promotes a strong community ethos. For example, in an assembly for pupils in Years 1 and 2, the pupils listened attentively to the headteacher when he talked to them about the peace to be gained from observing nature, and encouraged them to look forward to joining the school's summer camps when they were older.
- Pupils feel safe at the school and understand how to keep themselves safe. They told inspectors that there was no bullying at the school, such as racist or cyber-bullying, but that some pupils could be unkind to one another. However, they know to whom they should turn if they have any worries and are confident that these will be quickly dealt with. Almost all parents and carers who responded to the online survey of their views agreed that their children are safe and happy at the school.

### **The leadership and management** are good

- The headteacher, ably supported by his deputies, is popular with pupils, and parents and carers, one of whom said, 'I like the way he interacts with parents and is always out at the gate when we drop our children off.'
- Leaders, managers and governors work well together to improve the school. Equal opportunities are an important priority, and leaders have created a school in which pupils with a range of needs, and from a variety of backgrounds, get on well together and have the same chance to succeed.
- Though at the previous inspection overall effectiveness was graded good, as now, the school has not stood still. Leaders, managers and governors are strongly committed to improving the school. Attendance has risen, and the Nursery and Reception classes have improved and now provide well-planned and inviting activities for the children. With its honest and realistic understanding of

its own performance, and plans for the future which cover the right priorities, the school is well placed to improve further.

- The valuable support the school receives from the local authority has helped it to move forward.
- The leadership checks the quality of the teaching well, and leaders and managers are rigorous in ensuring that teaching is consistently good. Teachers told inspectors how much they value the support and additional training they are given. Pupils are helped to make good progress and the school ensures good value for money from its teachers. However, leaders accept that they do not check pupils' workbooks often enough to make sure that pupils receive consistently good advice in all their books, and also to prevent mistakes recurring.
- The school offers pupils a good range of experiences beyond the classroom, including the popular summer camps, and many exciting outings, clubs and activities. The curriculum generally prepares pupils well for the next stage of schooling, and also offers stimulating creative activities. However, pupils' writing is not as strong as their reading and mathematics. This is because they are sometimes given too many printed worksheets to complete, which means that they do not always have the chance to write fluently and at length on a range of topics.
- The school keeps pupils safe and ensures that those who work with them have been properly checked.
- The governance of the school:
  - The committed governing body takes an active interest in the school and works supportively with school leaders and staff. It is kept well informed about how pupils are doing through detailed headteacher's reports, and governors are trained in understanding information about school performance. Governors visit classes to see for themselves how pupils are learning. They have a good understanding of how well teachers are performing and set challenging targets for school leaders. Governors keep a firm hand on the school's budget, ensuring that funds are well spent and that salary decisions are firmly linked to pupils' progress. They carefully check the uses to which pupil premium funding is put, making sure it benefits those for whom it is intended, for example to provide one-to-one teaching. Governors are well trained, attending, for example, courses on safeguarding and dyslexia. They effectively carry out their statutory duties, including ensuring equality of opportunities.

## 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>	101004
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	412696

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	502
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Thomas
<b>Headteacher</b>	Andrew Marks
<b>Date of previous school inspection</b>	15 June 2010
<b>Telephone number</b>	020 8769 6486
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