

# Alderbrook Primary School

Oldridge Road, Balham, London, SW12 8PP

**Inspection dates** 24–25 April 2014

<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.

- Pupils achieve well. They make good progress from low starting points to reach average standards at the end of Year 6 in reading, writing and mathematics.
- The newly formed leadership team has put robust measures in place to manage teachers' performance. This has ensured that, despite a high staff turnover, attainment has continued to rise and is now higher than at the previous inspection.
- Pupils behave well in and around the school and respond quickly to teachers' instructions, allowing lessons to proceed smoothly.
- The new leadership team has worked increasingly effectively with parents and carers to secure improvements in attendance.
- Leaders foster good relations well, which means that pupils work and play together harmoniously and there is a positive atmosphere in lessons which is conducive to good learning.
- A new system for managing behaviour has been highly effective in reducing the number of exclusions to zero so far this year.
- Governors, leaders and managers have been successful in ensuring that the quality of teaching and of pupils' achievement has remained good since the previous inspection.
- The school's curriculum provides ample opportunities to promote pupils' spiritual, moral, social and cultural development exceptionally well.

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

- There is not enough outstanding teaching to ensure that pupils make rapid and sustained progress throughout year groups.
- Pupils do not always have the confidence to complete tasks in the most efficient way, which slows down the rate at which they work.
- Pupils are not always given a new task quickly enough when they complete a piece of work successfully, which slows their progress.
- Pupils do not always expect to have to answer questions directed at the whole class so occasionally they do not think of answers, which limits their understanding of the subject being discussed.

## Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, four of which were conducted jointly with senior staff. They also listened to pupils reading and reviewed work that pupils had completed over time in their books.
- Discussions were held with pupils both informally, such as in the playground, and formally, when specific pupils were asked to meet with inspectors, to gauge their views on learning and behaviour.
- Meetings were held with staff and representatives from the governing body and the local authority.
- Inspectors took account 46 responses to the online, Parent View, survey as well as other correspondence submitted during the course of the inspection and the views of parents and carers spoken to over the two days. Questionnaires received from 22 members of staff were also considered.
- A range of documents was viewed, including those relating to safeguarding, behaviour, attendance and child protection, information about pupils' academic performance, the school's self-evaluation and development planning, minutes from meetings of the governing body, reports from the local authority and checks on the quality of teaching.

## Inspection team

Jeanie Jovanova, Lead inspector	Additional Inspector
Julie Sackett	Additional Inspector
John Viner	Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is higher than the national figure. The proportion supported through school action plus or with a statement of special educational needs is also higher than average.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for looked after children and pupils known to be eligible for free school meals and those from service families, is above the national average.
- The school serves a diverse community and more than three quarters of pupils are from minority ethnic groups. Almost half the pupils speak English as an additional language, a few of whom are at the early stages of learning English.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- There has been a considerable amount of staff turnover since the previous inspection, including a new headteacher who was appointed in March 2013 and several new leaders at both senior and middle levels. There have also been a number of changes to the governing body, including a new Chair of the Governing Body.
- The school has recently opened a new purpose built Early Years unit to create additional space to accommodate its increase in size from one class in each year group to two. There are currently two classes in Reception, Year 1 and Year 2.

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

- Increase the proportion of outstanding teaching so that pupils make rapid and sustained progress across year groups by:
  - ensuring pupils are given new tasks quickly once they complete their work
  - developing pupils' confidence in choosing the most efficient methods to complete tasks
  - ensuring all pupils are prepared to answer questions posed to the whole class.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with levels of skills below those typical for three and four year olds. They begin to make good progress immediately because staff are adept at providing stimulating activities and encouraging productive talk. The proportion of children leaving Reception with a good level of development (with skills typical for five year olds) has risen year on year and was well above average in 2013.
- Standards at the end of Key Stage 1 have risen since the previous inspection. In reading and mathematics, they reached national averages for the first time in 2013. Attainment in writing, which has been broadly average for the last five years, has also risen but not as dramatically.
- The school ensures that pupils can read well and develop a love of books. Pupils talk animatedly about the books they have read, can explain how they tackle unknown words and say they will read for life.
- Standards have also risen at the end of Key Stage 2, particularly in writing. This is because progress has been significantly above national averages in reading, writing and mathematics for the last two years.
- There is now an exceptionally robust process for checking the progress pupils are making. This means leaders can put measures into place to remedy any underachievement. For example, in last year's Year 6, a number of pupils were helped to make exceptionally rapid progress because leaders identified that they were in danger of falling behind.
- Disabled pupils and those who have special educational needs achieve well because staff at all levels act effectively to meet their needs.
- The most-able pupils make equally good progress as their peers as seen in the rising proportions attaining the highest levels at the end of both key stages.
- The school uses the pupil premium funding judiciously to narrow gaps in attainment between eligible pupils and other groups in school. This has worked particularly well in reading and writing where, at the end of 2013, gaps had been completely eliminated for pupils completing Year 6; eligible pupils were nearly half a term ahead of their peers. In mathematics, eligible pupils were nearly three terms behind their peers. The gap in mathematics has reduced slightly for the current Year 6 and gaps are narrowing further in other year groups. For example, the gap in the current Year 3 is no more than half a term.
- Pupils who speak English as an additional language achieve well because there is a strong focus on grammar and vocabulary.
- Pupils from different ethnic groups achieve equally well because the school is committed to providing equality of opportunity and tackling discrimination.

### The quality of teaching is good

- Pupils are well prepared for lessons and the transition in moving on from one subject to another runs smoothly. In this way, time for learning is maximised.
- Pupils show their positive attitudes to learning in a range of ways. For example, they take pride in producing high standards of presentation and handwriting and keep their books neat and tidy.
- Work is set at the right level to move pupils forward in their learning and pupils understand what their targets are. They use time they are given well, for example, to reflect on and edit their work. When they identify that they have met their targets, they are given new ones which clearly help them develop strong skills in reading, writing and mathematics.
- Due to effective training, the teaching of writing has improved, resulting in increasingly high rates of progress year on year. Pupils are taught how to use a range of strategies to read increasingly complex texts. Teachers and teaching assistants put time aside to listen to pupils reading on a regular basis, which is particularly supportive for those pupils who struggle to read.
- Teaching assistants are used well to work with specific groups of pupils and accelerate their

progress. For example, in a mathematics lesson in Year 4, pupils made rapid progress when the teaching assistant supported them to complete division problems step by step.

- Teachers mark pupils' books with helpful comments that clearly indicate what pupils have to do next to improve their work and this contributes greatly to the good progress they make.
- The curriculum provides pupils with opportunities to develop a range of skills across subjects. For example, older pupils study the Victorians in depth and produce a range of high-quality writing. Younger pupils were highly motivated by a trip to the London Aquarium and this prompted them to get on with their work exceptionally well in different subjects.
- Pupils attend to tasks with a high level of concentration and commitment. However, occasionally, they are not given anything new quickly enough when they complete work in good time, which slows their progress.
- Teachers do not always ensure that pupils develop the confidence to choose the most appropriate way to complete tasks. For example, in a mathematics lesson, pupils were using a cumbersome method rather than one they found easier and this slowed their progress in terms of understanding the new concept being introduced.
- When questions are aimed at the whole class, there is not always an expectation that all pupils should be prepared to give an answer. This means, occasionally, some pupils do not do so which limits their progress.

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

- The behaviour of pupils is good. They treat each other with respect and courtesy and behave well at all times around school. This means playtimes are harmonious and lunchtimes are calm and well organised.
- Pupils have positive attitudes to their learning, follow teachers' instructions well and keep their classrooms tidy. For example, they always put equipment back in the learning packs provided.
- Behaviour is not outstanding because pupils do not yet show exemplary behaviour for learning. For example, they do not always get ready to answer questions in whole-class settings and they are not always confident to choose the best method for completing a task effectively.
- The school's work to keep pupils safe and secure is outstanding. Pupils all say they feel safe at school and can cite many ways in which the school ensures they know how to keep themselves safe. They are very clear about using the internet safely and know about road safety, fire safety and that you need to use electrical appliances carefully. Parents, carers and teachers agree that the school keeps pupils safe.
- Pupils understand the range of ways bullying can present itself but all say it is extremely rare in school and is dealt with decisively by teachers. Parents and carers are equally positive about the way in which the school deals with any incidents.
- The school works increasingly well to manage behaviour, including for those pupils who have particular behavioural needs. This has seen exclusions reduce to well below national levels. There have been no exclusions so far this year.
- Attendance continues to rise as the school works increasingly effectively in ensuring pupils and parents and carers understand how important it is for pupils to come to school regularly.

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

- Leadership and management are good because leaders have the drive, determination and capacity to build on the successful improvements gained in the last year. They are not outstanding because they have not secured enough outstanding teaching to ensure that pupils make and sustain very rapid progress throughout all year groups.
- The headteacher has put in place an exceptionally robust system for managing staff performance. Clear targets are set, linked closely to relevant, national expectations for teachers, and staff are given support and training to ensure they are well placed to meet them. Staff are

overwhelmingly positive about the level of support they get to develop their professional skills.

- Leaders and managers, including governors, base their actions for development on a solid understanding of what the school is good at and what it needs to do to continue to improve.
- The school has very successfully developed a tier of middle leaders. Subject leaders are enthusiastic and knowledgeable about the subjects they lead and contribute effectively to raising standards across the curriculum.
- Opportunities to develop pupils' spiritual, moral, social and cultural understanding are threaded throughout the curriculum. For example, pupils' cultural horizons are broadened because of the excellent range of trips and visits they go on during their time at the school. Parents and carers really appreciate the broad range of after-school activities on offer, such as musical and artistic opportunities, which further contribute to pupils' cultural development. Opportunities to discuss moral issues are found not only in assembly themes but also when pupils are discussing carefully chosen books.
- The school is using the primary sports funding well to provide a broader range of opportunities to promote pupils' physical well-being and ensure pupils are engaged in high-quality physical activities.
- The local authority has supported the school well to ensure that the quality of teaching remains good during a time of significant staff change and expansion.
- **The governance of the school:**
  - The governing body provides an excellent level of support and challenge. Governors have a clear understanding of the quality of teaching and of how the school's performance compares to that of others both locally and nationally. They use this information to challenge senior leaders in terms of driving improvements to attainment and progress. Governors have clear roles and use their broad skill set well to contribute to effective development planning. They use available training judiciously to continually update their knowledge, such as recent training on analysing and evaluating information on pupils' academic performance. They understand that teachers need to meet stringent targets in order to secure pay increases and that staff are held to account for the quality of their teaching and the progress pupils make. Governors support school leaders in tackling any poor performance and are clear that where pupils do not make sufficient progress, pay increases will be withheld. Governors ensure available funding is used effectively to ensure positive impact on pupils' achievement. For example, they know that the pupil premium is closing gaps in attainment. Governors ensure that all safeguarding requirements are met to a high standard.

## 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>	100995
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	444340

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>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Annie Miles
<b>Headteacher</b>	Seana Henry
<b>Date of previous school inspection</b>	7–8 December 2009
<b>Telephone number</b>	020 8673 4913
<b>Fax number</b>	020 8675 8866
<b>Email address</b>	info@alderbrook.wandsworth.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

