

Adamsrill Primary School

Adamsrill Road, Sydenham, London, SE26 4AQ

Inspection dates 21–22 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make good progress across the year groups, particularly in mathematics.
- The quality of teaching is not consistently good across the school.
- More-able pupils are not always challenged sufficiently to work at higher levels.
- The checking of pupils' progress in lessons is not always sharp enough to correct any mistakes they make to move their learning on quickly.
- Pupils are not always given time to improve their work in response to teachers' comments in their books.
- Leaders do not check the quality of teaching rigorously enough. They do not look closely enough at the progress different groups make when observing lessons.
- The good and better quality of teaching that exists in the school is not always shared among all teachers.
- Although governors know how additional government funding is used, they are less secure about its impact on pupils' attainment.

The school has the following strengths

- Teaching is good in the Early Years Foundation Stage and children make good progress from their starting points.
- The behaviour and safety of pupils are good and pupils have positive attitudes to learning.
- Following a dip after the previous inspection the headteacher is taking action to improve the quality of teaching.
- Pupils' spiritual, moral, social and cultural development is effectively promoted.
- The school has been effective in working with parents to improve attendance.
- The teaching of phonics (linking letters and sounds) is good and helps children to develop their reading skills quickly.

Information about this inspection

- The inspectors observed 28 lessons, of which five were joint observations with the headteacher and the deputy headteacher. Inspectors also observed the breakfast club, break times, lunchtime and an assembly.
- Meetings were held with different groups of pupils. The inspectors listened to pupils read in Years 1, 2, 3 and 6 and discussed their reading with them.
- Discussions were held with the headteacher, senior and middle leaders, the Chair and Vice-Chair of the Governing Body and two other governors, and two representatives of the local authority. In addition, inspectors spoke to parents in the playground at the start of the school day.
- The inspectors observed the school’s work and examined a range of documentation, including the school’s own performance information, improvement plans, records of the monitoring of the quality of teaching, minutes of governing body meetings and records relating to behaviour and safety, attendance and safeguarding.
- Pupils’ work was examined to evaluate their progress, as well as the quality of marking and teachers’ feedback, and the curriculum.
- The inspectors took account of 113 responses received from parents to the online questionnaire (Parent View) and the school’s own recent survey of parents’ views with 120 responses.
- The inspectors considered 24 questionnaires completed by staff.

Inspection team

Avtar Sherri, Lead inspector

Additional Inspector

Paula Craigie

Additional Inspector

Nicholas Capron

Additional Inspector

Full report

Information about this school

- Adamsrill Primary School is a larger than the average sized primary school. The Early Years Foundation Stage consists of one Nursery class and three Reception classes.
- The proportion of pupils from minority ethnic backgrounds is well above the average.
- Pupils mainly come from a White British background, with pupils from a Black Caribbean background forming the next sizeable ethnic group.
- The proportion of pupils who speak English as an additional language is well above the average.
- The proportion of pupils for whom the school receives the pupil premium is well above average. Currently, there are only pupils known to be eligible for free school meals for whom the school receives this additional government funding.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The deputy headteacher was appointed this academic year and there have been two Chairs of the Governing Body since the previous inspection.
- The school is undergoing a major project of refurbishment and re-build and will be on two sites from September 2014.
- The inspection was carried out in response to two complaints regarding behaviour management, pupils' safety and safeguarding made to Ofsted which raised serious concerns. The complaints were deemed to be qualifying complaints and Her Majesty's Chief Inspector decided that an unannounced inspection of the school should take place to follow up the whole-school issues that were raised.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in all year groups to raise pupils' achievement by ensuring that:
 - the most-able pupils are always challenged in lessons to enable them to reach the highest levels possible
 - staff closely check the progress pupils make in lessons to pick up any mistakes to move their learning on
 - pupils are always given time to respond to teachers' written comments so that they can improve their work.
- Raise pupils' achievement in mathematics by:
 - giving pupils the opportunities to use their mathematical skills in different subjects
 - providing pupils with work that is sufficiently challenging, and with opportunities to apply their mathematical skills in solving practical, every-day problems
 - ensuring that all pupils know their targets in mathematics so that they know what to do to reach the levels expected of them.

■ Improve leadership and management by:

- ensuring that leaders and managers always focus closely on the progress different groups of pupils are making in lessons when checking the quality of teaching
- sharing the good and better practice in teaching that exists in the school with all teachers
- ensuring that governors have a detailed knowledge of the progress of pupils eligible for pupil premium funding, so that they are able to hold senior leaders fully accountable for the achievement of these pupils.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement is not good because their progress is inconsistent across the school. Overall, pupils' progress in mathematics is weaker than in reading and writing.
- The progress of pupils in Years 3, 4 and 5 is slower than in Year 6, where teaching is much stronger.
- In 2013, pupils' attainment at the end of Key Stage 1 improved markedly from significantly below the national average in 2011 and 2012, to broadly average in all subjects. This is because of improvements in the quality of teaching.
- In Key Stage 2 in 2013, pupils' attainment fell significantly to below average in mathematics. Pupils do not have enough opportunities to practise and apply their mathematical skills in other subjects or to apply their knowledge to solve mathematical problems. Pupils do not always have clear targets in mathematics on what they need to do to reach higher levels.
- Pupils' attainment in reading and in the English, grammar, punctuation and spelling test at the end of Key Stage 2 was broadly average. However, their attainment improved in writing to significantly above average. This is because pupils are given good opportunities to write at length and practise their writing skills in different subjects.
- Pupils enjoy reading and they use their phonics skills (linking letters and sounds) well to read difficult or unfamiliar words. As a result of good teaching in phonics, pupils' scores in the phonics screening check at the end of Year 1 have been above average over the past two years.
- Children join the school in the Early Years Foundation Stage with skills, knowledge and understanding that are below those typically expected for their age. As a result of good teaching and support, they make good progress and leave Reception with a level of development that is typical for their age.
- The most able pupils do well in Year 2 and Year 6 because the tasks they are set are well matched to their needs. However, they make slower progress in the lower Key Stage 2 classes where teaching is sometimes weaker.
- Disabled pupils and those with special educational needs make better progress than their peers in Year 6 because their work is well suited to their needs. However, they do not make consistently good progress across the year groups, particularly in mathematics.
- There is a good focus on building pupils' vocabulary in lessons and teachers provide pupils with good opportunities for speaking and listening. This particularly helps pupils who speak English as an additional language to make at least similar progress to their peers. Pupils from different ethnic backgrounds make similar progress.
- The extra money provided under the pupil premium initiative is used for a range of targeted support, including the use of a learning mentor and extra support staff. In 2013, the gap between the attainment of pupils eligible for the pupil premium and their peers widened in Key Stages 1 and 2. In Key Stage 1 the eligible pupils were about eight months behind their peers in English and about 10 months behind in mathematics; at Key Stage 2 they were about 12 months behind in all subjects. Current school data show that pupils eligible for the pupil premium are making similar progress to their peers, particularly in Key Stage 1. However, gaps in progress still exist in some of the year groups in Key Stage 2.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is not consistently good across the school. As a result, pupils do not make good progress in all the year groups, particularly in mathematics.
- The school's own records of teaching show that some teaching in the past has been weaker due

to staff changes. After a dip in quality following the previous inspection, teaching is now improving as a result of the decisive action taken by the headteacher and senior leaders. However, it is yet to have a full impact on securing good progress across the year groups for all groups of pupils.

- During the inspection some examples of good and outstanding teaching were observed. For example, in two of the Year 6 classes, pupils were challenged to think hard, logically and systematically to solve problems and work out the combination of locks. However, some of the good practice that exists in the school is not always shared with all the teachers to bring about improvements.
- In a few lessons, teachers do not always check the progress pupils make closely enough to pick up mistakes. For example, in a Year 2 mathematics lesson some pupils made some minor mistakes when solving balancing problems at the start of the lesson and these were not picked up by the teacher quickly enough. As a result, they then went on to repeat the mistakes.
- In some lessons, the more able pupils are not sufficiently stretched to enable them to achieve higher levels. Sometimes they are not moved on quickly enough to harder tasks.
- Marking of pupils' work has improved since the previous inspection and teachers often include comments on how pupils can improve their work. However, pupils are not always given time to respond to teachers' comments and improve their own work, such as not repeating their mistakes.
- Teaching assistants are well deployed and work effectively to support the learning of pupils who are at risk of underachievement in lessons, small groups or individually. Teachers and teaching assistants make good use of questioning to test pupils' understanding and reinforce learning.
- Teaching in the Early Years Foundation Stage is consistently good. Staff plan stimulating and engaging activities for children, both indoors and outdoors, and children show good attitudes to their learning. Children work well on their own and choose activities confidentially. Children in Reception develop their early writing skills through well-planned activities. In Nursery, children are encouraged to use their speaking and listening skills; for example, there was a great deal of discussion around the features of a frog and how it moved in a transparent tank.

The behaviour and safety of pupils are good

- The behaviour of pupils is good and they show consistently good attitudes to learning. They are motivated to learn and stay on task, even when the teaching sometimes lacks challenge. Pupils interact and get on well with each other, irrespective of their background. However, behaviour is good rather than outstanding, because pupils' attitudes to learning are not exemplary across all classes.
- Pupils are friendly, courteous and respectful. They are polite to adults and eager to discuss their learning. They say that bullying and racism are rare in the school, and the school's records of behaviour confirm this. The school works hard to promote positive relationships, a culture of learning and to ensure there is no discrimination.
- The school has been effective with its work on improving pupils' attendance and punctuality through closer monitoring and links with parents. Regular attendance is celebrated through displays in classrooms and in assemblies. Pupils' attendance has improved over time and is now broadly average. There have been no exclusions in the school.
- Scrutiny of pupils' books shows that they take pride in their work, including in its presentation. They enjoy their healthy food options and lunchtimes are calm and orderly. Pupils enjoy opportunities to take responsibility, for example, as members of the school council and eco-committee, as prefects and peer mediators.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in the school and can approach adults easily to share any concerns they may have about their safety and well-being. They say that adults listen to them and deal with any incidents of poor behaviour quickly and effectively.
- Pupils are taught how to keep themselves safe, for example, when using the internet. They are

aware of different types of bullying, including cyber-bullying, through presentations in assemblies and anti-bullying week.

- All staff and governors are trained in child protection and safeguarding procedures and senior staff and governors have attended safer recruitment training. All the relevant policies on child protection and safeguarding are in place and monitored and evaluated accordingly.
- Most of the parents responding to the Parent View say that their children are happy at the school and feel safe. The school's own survey of parents' opinions indicates that the vast majority supports this view, as do the opinions expressed by nearly all of the parents spoken to by inspectors.

The leadership and management

requires improvement

- The leadership and management require improvement because the quality of teaching is not good enough to ensure that pupils make consistently good progress. The headteacher is dedicated and highly ambitious for pupils and has taken decisive action to improve the quality of teaching following a period of staff change. However, the changes are recent and have yet to have a full impact on bringing about good progress of pupils across the year groups.
- Where there is good or better teaching it is having a positive impact on pupils' progress. However, this good practice is not always shared effectively across the school to bring about further improvements in the quality of teaching.
- The school's development plan focuses, appropriately, on raising achievement and improving the quality of teaching. However, it is not sharp enough about the timescales for evaluating the impact of initiatives to ensure improvements are timely and take place rapidly. Furthermore, governors are not always identified in the monitoring and evaluation process.
- The school's self-evaluation does not have a sharp enough focus on the progress and attainment of different groups of pupils, including those eligible for the pupil premium. As a result, governors do not always have an accurate picture of the achievement of different groups of pupils across the school, including the gaps in attainment between those pupils eligible for the pupil premium and their peers in the school.
- Middle leaders know the school's main strengths and areas for development, and are increasingly involved in checking the quality of teaching. However, the school's records of lesson observations show that sometimes there is a greater focus on what the teacher is doing, rather than on what pupils are learning.
- The management of staff performance and the training provided are improving the quality of teaching. There is a good link between the performance of teachers, salary progression and pupils' progress.
- There is good leadership and management of the Early Years Foundation Stage. The good teaching, strong emphasis on phonics and secure arrangements for transition from home to school contribute positively to children's good progress from their starting points.
- The curriculum is broad and balanced and promotes pupils' spiritual, moral, social and cultural development effectively. Pupils learn about respect, responsibilities and moral issues and have a good understanding and appreciation of cultural and religious diversity. For example, in a Year 5 religious education lesson, pupils showed positive attitudes when learning about Sikhism. However, the curriculum is not yet promoting consistently good progress across the school, particularly in mathematics.
- The school uses the primary school sports funding effectively to employ sports professionals and to provide a range of games and other extra-curricular sporting activities for pupils. Early evaluation indicates that these strategies are having a positive impact. For example, there is a higher take-up of sports by pupils as well as improvements in the quality of teaching of physical education.
- Leaders, including governors, continue to work hard with parents to maintain confidence and relationships as the school goes through the expansion process, for example by conducting parental surveys to seek their views and governors attending parent meetings.

- Safeguarding systems meet statutory requirements and policies are systematically monitored and evaluated. Leaders and managers are committed to promoting equal opportunities and tackling any discrimination that may arise.
- The local authority has supported the school in recruiting senior leaders and managers and has worked with leaders to scrutinise pupils' work in books. This has helped to improve the quality of marking and feedback to pupils.
- **The governance of the school:**
 - Governors are ambitious for the school and have high expectations of pupil outcomes. They are committed to school improvement. They make planned visits to the school, and know about its main strengths and areas for development. They are also involved in shaping the improvement plan. They know how well the school is performing overall in comparison to similar schools and other schools nationally. They know about the quality of teaching in the school and how pay and promotion are linked to the quality of teaching. They attend appropriate training so that they are able to carry out their roles more effectively, for example on the use of school performance information and about safer recruitment and safeguarding. They ensure that all the appropriate employment checks are carried out on staff. Governors check that the school's work is safe by visiting the school, carrying out pupil surveys and arranging independent audits of child protection and safeguarding arrangements. All statutory duties are met, including arrangements for safeguarding. Governors are fully involved in the school's expansion plans. They ensure that there is efficient management of financial resources, and know how the pupil premium funding and sports funding are used to benefit pupils. However, governors are less secure in their understanding of the attainment of pupils eligible for the pupil premium compared to that of their peers. As a result they do not hold senior leaders fully to account for the work they do to raise the achievement of these pupils.

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	100671
Local authority	Lewisham
Inspection number	442657

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	554
Appropriate authority	The governing body
Chair	Susan Bateson
Headteacher	Victoria Forbes
Date of previous school inspection	7–8 July 2010
Telephone number	020 8699 8548
Fax number	020 8291 5581
Email address	admin@adamsrill.lewisham.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

