

Selwyn Primary School

Cecil Road, Newham, E13 OLX

Inspection dates 2–3 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Outstanding leadership at all levels contributes to a highly cohesive school that serves the community extremely well.
- The headteacher and her team lead by example through their excellent practice across the school. As a result, teachers and their assistants are highly skilled and plan lessons which are exciting and challenging.
- As a result of outstanding teaching and the high quality of all that is on offer in the Early Years and Foundation Stage, children make excellent progress in Nursery and Reception.
- Pupils entitled to additional funding and those who speak English as an additional language make exceptional progress in speaking, reading, writing and mathematics. Similarly, disabled pupils and those with special educational needs also achieve highly.
- Consistently high expectations lead to the most able pupils gaining exceptional knowledge and skills in speaking, reading, writing and mathematics.
- There are no gaps in achievement between groups of pupils. Attainment is high.
- Pupils throughout the school behave impeccably and say they feel extremely safe. They are polite to each other, their teachers and to visitors.
- Pupils are active and enthusiastic participants in lessons. They are keen to build on their progress and ooze with confidence.
- Parents are highly supportive of the school. They are particularly happy with pupils' behaviour and the rate of progress their children make.
- The rich range of subjects taught in the school ensures that pupils have an excellent understanding of the world they live in.
- The strong promotion of pupils' spiritual, moral, social and cultural development leads to an atmosphere of tolerance and respect for all members of the school and local community.
- Governors have a very clear understanding of the school's strengths. They use their expertise well to challenge and support senior leaders, and to ensure pupils thrive in a safe environment.

Information about this inspection

- Inspectors observed 35 parts of lessons that differed in length. The headteacher and deputy headteacher accompanied them during most of the observations.
- Pupils' behaviour and attitudes were observed in lessons, assemblies, playtimes, when they moved around the school and during lunchtime.
- Pupils from different age groups spoke about their perceptions of the school. Some pupils from Years 2 to 5 read to inspectors. Pupils' previous work in literacy and mathematics was scrutinised.
- Meetings were held with staff, governors and a representative of the local authority.
- There were insufficient responses to the online Parent View questionnaire, which provides evidence of the opinions of parents. However, inspectors took account of 34 comments from parent surveys carried out by the school and spoke to parents as they brought their children to school.
- Documents reviewed include the school's self-evaluation summary and improvement plan, arrangements for safeguarding, and records of observations of teaching, pupils' progress, behaviour and attendance. In addition, notes of governing body meetings and the school policies for behaviour management and support for disabled pupils and those with special educational needs were considered.

Inspection team

Janev Mehmet, Lead inspector

Additional inspector

Michael Buist

Additional inspector

Karla Martin-Theodore

Additional inspector

Full report

Information about this school

- The school is much larger than most primary schools nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium is higher than that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those with special educational needs is higher than the national average. This is the same for pupils who are supported at school action plus or with a statement of special educational needs. The number of pupils supported at school action is above the national average.
- Almost all pupils are from minority ethnic backgrounds. These groups are mainly Indian, Pakistani, Bangladeshi and Black African.
- Almost all pupils speak English as an additional language. This is significantly higher than in most schools.
- The school provides education and support for deaf pupils.
- The school is part of a teaching alliance within the local authority, and delivers training for teachers.

What does the school need to do to improve further?

- Sustain the high-quality practice across the school so that all pupils continue to excel in their learning.

Inspection judgements

The leadership and management are outstanding

- The headteacher and her team lead the school exceptionally well by maintaining a positive school ethos where pupils and staff can thrive. Leaders and managers plan and carry out checks meticulously so that high-quality teaching yields the highest benefits for all pupils.
- Middle leaders work together very successfully. They ensure that the outstanding learning and progress of all pupils are the school's core purpose. Improvement planning is detailed and focused sharply on the school's key priorities.
- Leaders, managers, and governors reinforce high expectations for all staff and pupils. There is an excellent understanding of the school's performance and how best to maintain high levels of achievement. Teachers and their assistants are supported extremely well to develop their high-quality teaching skills through regular training and support.
- The subjects taught are packed with exciting opportunities for pupils to learn about their community and the world. They take full account of pupils' specific needs to enjoy and achieve. Pupils use their literacy and numeracy skills to be imaginative and creative.
- The additional sports funding received by the school is used very effectively. Pupils enjoy taking part in a wide range of sports such as gymnastics, cricket, handball and orienteering. The school's evaluation of the impact of sports and clubs demonstrates pupils' increased participation. This in turn has improved pupils' skills and understanding of particular sporting activities as well as their ability to work exceptionally well as team members.
- Other additional funding is allocated extremely well. It is used to provide specialist staffing as well as opportunities for pupils to experience outdoor learning, such as visits to farms and other excursions. Innovative clubs are also set up to raise aspirations. For example, pupils work with a postgraduate degree student to write about philosophy, and then visit universities to share and celebrate their work.
- The school very successfully ensures that all elements of pupils' spiritual, moral, social and cultural learning is embedded across the school. British values are actively promoted. Consequently, pupils have a strong understanding of democracy and practise citizenship through their own 'pupil government'. They also learn about other religions and countries as well as studying art from around the world.
- Displays around the school are vibrant and reinforce history and literature from around the world and Britain. Pupils perform plays written by Shakespeare, painting murals depicting the key characters from the plays. As well as artistic talents, pupils also develop musical skills. In a Year 3 class, pupils were learning to play the ukulele, and the singing was heard in many areas of the school.
- The school works exceptionally well with the wider community through the local authority's teaching alliance, as well as some children's centres. It provides training and expertise for teachers who are part of the alliance, as well as providing specific expertise on working with deaf children.
- Safeguarding practices are effective throughout the school. Leaders and managers ensure there is an excellent understanding of keeping pupils safe.
- The local authority provides light-touch support for the school. Those responsible visit at key points of the year. They endorse partnership working with other schools through the teaching alliance.
- **The governance of the school:**
 - Governors support the school superbly. They work closely with the headteacher and her staff so they can understand clearly the results of setting targets for teachers' performance. They have detailed first-hand information about how well the school is doing because they visit regularly, speak to pupils and receive regular updates from staff and senior leaders. Governors ask questions that hold the school to account for the performance of both staff and pupils in terms of teaching quality and achievement. They have a good understanding of information on pupils' progress and use this to check that pupils, including those who are disadvantaged and are supported with additional funding, are making high levels of progress.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons is exemplary. They arrive promptly, listen intently in lessons and answer questions with maturity. They take turns to speak and listen without interrupting each other. They are articulate, confident, very polite and clearly respect each other's views.
- Pupils dress smartly and take pride in their work, which is also clearly and neatly presented. Their excellent attitudes to learning enable them to make rapid progress and reach standards that are higher than those expected.
- Pupils are excited about learning and are avid thinkers. In a gymnastics lesson, pupils who were planning their own warm-up activities were challenged to use their prior learning to adopt the correct positions.
- Around the school and at break times and lunchtimes, pupils walk quietly and sensibly along corridors. They eat sociably together in the hall. There is no litter, graffiti or bad language because pupils take a pride in their school.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils have a clear understanding of different types of bullying and are knowledgeable about how to stay safe when using computers and the internet. They know how to keep themselves and others safe.
- The school's records and discussions with pupils confirm that racism and homophobic name-calling do not occur. Pupils respect each other's different faiths and cultures.
- Parents, staff and pupils all agree that the school is a safe and happy one.
- Attendance is above average.

The quality of teaching is outstanding

- Teaching of all subjects is outstanding. All staff have high expectations for their pupils and show an undiminishing commitment to making sure every pupil achieves the best they possibly can.
- Pupils deepen their knowledge of a wide range of topics. They go on trips, listen to visiting speakers and take part in team-building residential visits. They are given responsibility around the school such as running the tuck shop and supporting other pupils at lunchtime. This helps them to be independent and productive.
- The teaching of reading, writing, communication and mathematics is highly effective. Children begin school with a focus on how to speak, read and write. All staff work collaboratively to ensure every pupil's specific targets are clear and built on. This practice is consistent across the school so that essential skills are relentlessly improved.
- Pupils' books are marked regularly with comments that support thought-provoking dialogue. Pupils from Reception to Year 6 respond to teachers' comments and know what they need to do to improve their learning. In lessons, pupils are encouraged to check each other's work and to feed back to each other.
- All pupils get regular homework and classroom challenges. They are encouraged to present their work well and take pride in what they do. Consequently, pupils are engaged and involved in making more progress in their subjects.

The achievement of pupils is outstanding

- Achievement is outstanding because all pupils make consistently excellent progress in speaking, reading, writing and mathematics. This is sustained across the school. Pupils attain higher levels than their peers nationally in all subjects.
- Pupils who are deaf make excellent progress from their starting points in speaking, reading, writing and maths. The school makes sure that all staff understand how to include and involve deaf pupils in all school activities.
- From their different starting points, the proportions of pupils exceeding expected progress in English and mathematics are high compared with national figures.
- The school's information shows that disadvantaged pupils make rapid progress in speaking, reading, writing and mathematics. As a result, the gap between the attainment of disadvantaged pupils and their

peers in school has closed and disadvantaged pupils perform extremely well. In Year 5, these pupils do better than their peers by two terms.

- Children in Nursery and Reception make excellent progress from their very low starting points. Results from the recent check on their knowledge of phonics (the sounds that letters make) show that all pupils in Year 1, including those supported through additional funding, attained high levels in this aspect of learning.
- Pupils of all ages and abilities enjoy reading and read fluently. Younger children use their knowledge of sounds and letters confidently to read words and short sentences. They use the pictures and text to predict what might happen next and recognise rhyming words. All classrooms have a wide range of books.
- Pupils acquire knowledge and develop their mathematical skills extremely well as a result of the challenge they receive and the frequent questions they are asked. This encourages fast thinking and keeps pupils interested. For example, in a Year 6 lesson, pupils confidently applied their knowledge of numbers to a problem-solving challenge using money.
- Pupils are extremely well prepared for the next stage in their education because the school provides all pupils with time to familiarise themselves, and feel comfortable with the next setting they will move to. Pupils access high-level literacy and numeracy experiences throughout the school.
- Pupils who speak English as an additional language achieve exceptionally well. Pupils from different ethnic groups achieve equally well. This is because the school is fully committed to equality of opportunity and ensures that each individual pupil's achievement is checked regularly and closely.
- The most able pupils make high levels of progress and are working, on average, at a 20% higher level than their peers nationally. The most able pupils make high levels of progress and attain exceptionally well.
- Disabled pupils and those with special educational needs are very well supported and make significant progress in all areas of their learning.

The early years provision

is outstanding

- Leadership and management of the Early Years Foundation Stage are outstanding. There is a relentless drive to enable all children to succeed. The early years leader works very closely with her team to assess children shortly after they have been admitted. She develops the skills of members in her team by demonstrating teaching activities that have the best impact on children's learning. Consequently, children who arrive with very limited skills make rapid progress, gaining the basic skills they will need for the rest of their schooling.
- Children start Nursery with skills that are well below levels expected for their age. For example, most children do not speak English or their home language. Some cannot dress themselves or interact with others.
- Adults are quick to establish routines and set high expectations. As a result, by the end of the Reception Year, proportions of children meeting the expected levels are well above average. In some areas of learning, such as communication and language, personal, social and emotional development and literacy, the levels achieved are exceptionally high. These proportions include disadvantaged children, those who speak English as an additional language, and those who are disabled and have special educational needs.
- The areas in which children learn and play are clean, vibrant and extremely engaging. Children are encouraged to make choices and there is a wide range of activities that they get involved in. As a result, children are happy, comfortable and extremely well behaved. They are kind to each other and respond well to visitors.
- Teachers and their assistants know the children exceptionally well and consequently assess their exact needs making sure they learn effectively. Much time is spent talking and playing with the children to encourage them to communicate and interact.
- Parents are very happy with the way the school cares for their children. They visit classes regularly when their children first start so they can see at first hand how their children learn. The school provides ongoing support for parents on how best to support their children at home.

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	102754
Local authority	Newham
Inspection number	448717

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	498
Appropriate authority	The governing body
Chair	Graham Keeling
Headteacher	Emma Nicholls
Date of previous school inspection	2–3 March 2010
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