

Oliver Goldsmith Primary School

Peckham Road, Camberwell, London SE5 8UH

Inspection dates

25–26 September 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Since the previous inspection, leaders and governors have been too slow in taking decisive action to bring about sustained improvements.
- Governors do not hold leaders to account sufficiently for the impact of school improvement initiatives and additional funding.
- The plans for school improvement lack necessary detail. They do not identify specific actions or give tight enough timescales for tasks to be reviewed or completed.
- Where teaching is poorly planned, work is not well matched to pupils' needs, pupils are not challenged effectively and their progress is hampered.
- The teaching of writing is not strong. Weaknesses remain in pupils' spelling, punctuation and sentence structure. This limits pupils' ability to write with the accuracy and sophistication expected for their age.
- Pupils do not receive regular opportunities to apply their mathematical knowledge in reasoning and when solving problems. As a result, pupils' progress is slowed.
- Systems to check pupils' progress in subjects other than English and mathematics are not robust. As a result, pupils do not make good progress across the curriculum.
- Pupils who have special educational needs (SEN) and/or disabilities do not make the progress of which they are capable because teaching does not build on what they already know.

The school has the following strengths

- Good teaching and provision in the early years ensure that children engage in their learning and make a positive start to their education.
- The teaching of phonics is effective in ensuring that more pupils than previously reach the expected phonics standard at the end of Year 1.
- The broad curriculum contributes well to pupils' spiritual, moral, social and cultural development.
- Pupils receive good personal and social support to help them overcome challenges and settle into school life.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning to ensure that it is consistently good or better, by:
 - raising teachers' expectations of what pupils can do and achieve, by setting challenging learning activities so that all pupils, particularly the most able, disadvantaged pupils and those who have SEN and/or disabilities, make consistently good progress across the curriculum
 - ensuring that class teachers use assessment information effectively to plan learning activities that are well matched to the learning needs of all pupils in a wide range of subjects
 - ensuring that pupils apply their writing skills in different subjects by using spelling, grammar and punctuation accurately
 - giving pupils more opportunities in mathematics to develop their problem-solving and reasoning skills.
- Further develop the curriculum so it meets the learning needs of all pupils by ensuring that knowledge, skills and understanding are taught in depth across a range of subjects.
- Improve the effectiveness of leadership and management, including governance, by:
 - rigorously and accurately evaluating all aspects of the school's performance, so that leaders and governors have a deep understanding of strengths and areas for improvement
 - sharpening school improvement plans to include specific details, which will enable all leaders to determine whether actions taken help to improve pupils' outcomes
 - monitoring the outcomes for different groups of pupils in a wide range of subjects so that more pupils make good progress across the curriculum
 - analysing the impact on pupils' outcomes of the pupil premium grant and funding for pupils who have SEN and/or disabilities
 - governors stringently holding leaders to account for the impact of school improvement initiatives, so they can measure how well previous weaknesses are rectified and plan for next steps
 - ensuring that governors have the necessary training and support so that they carry out their roles and responsibilities effectively.
- An external review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- At the end of August 2018, several staff, including the headteacher, resigned their post. An interim senior leadership team has since been appointed, and new staff have been recruited. The local authority has brokered a package of support to bolster the capacity of the interim leadership team. At the time of the inspection, this support had not yet begun.
- Although leaders provide well for pupils' care and well-being, they have not acted quickly enough to respond to concerns about other aspects of the school's work. Since the previous inspection, leaders, including governors, have been too slow to recognise and address the main weaknesses in the school.
- The school's plan for development is not effective in driving improvement. Targets for improvement are not specific enough. Some targets do not link clearly to areas for development.
- Leaders have not tackled the inconsistencies in the provision and quality of teaching. As a result, pupils' progress speeds up or slows down dependent on the quality of delivery and level of challenge they receive.
- The use of pupil premium funding requires improvement. Funding is used in a variety of ways, particularly in supporting pupils' social and emotional well-being. It is also used to support engagement with families, and to ensure that this group of pupils is given equal opportunity to access all the school has to offer. However, it is not used effectively to ensure that disadvantaged pupils achieve as well as they could.
- Leaders' and governors' evaluation of the impact of the strategies used to raise the achievement of pupils who have SEN and/or disabilities is not sharp enough. Consequently, too many of these pupils continue to underachieve across subjects.
- The role of middle leaders is developing in the school. They make checks on the quality of teaching in their different subjects and areas of responsibilities. Some middle leaders provide staff with relevant training and coaching to help them to improve, with positive effects on pupils' progress.
- Leaders respond well to the fluctuation in the number of pupils on roll. Induction procedures are effective. Pupils' welfare needs are quickly assessed and support is put in place. Pupils settle well and make friends quickly.
- The physical education (PE) and sports funding is used to improve teachers' skills in delivering PE lessons and to increase pupils' fitness. Pupils told inspectors how much they enjoy playing different sports and find PE lessons fun.
- Pupils follow a broad and balanced curriculum. They have access to a range of subjects which are taught through topics. These are supplemented by visits and a programme of extra-curricular activities. The curriculum makes good provision for pupils' spiritual, moral, social and cultural development. It also enables pupils to understand and develop the fundamental British values required for life in modern Britain.

Governance of the school

- Since the previous inspection, governance has not been effective in evaluating the impact of strategies used to raise pupils' achievement, particularly that of disadvantaged pupils and pupils who have SEN and/or disabilities. As a result, governors' challenge to school leaders has not been robust.
- An external review of governance was recently commissioned jointly by the local authority and the governing body. Governors have acted quickly by developing a robust action plan in response to weaknesses identified in the review. It is too early to determine the full effectiveness of these actions.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff undertake safeguarding training in line with current legislation. Staff vetting checks and safeguarding arrangements are fit for purpose.
- Leaders with designated responsibility for safeguarding work with a variety of external agencies to minimise pupils' risk of harm. Staff know how to apply the school's safeguarding policy to make referrals, should they have concerns about pupils' well-being.
- The majority of parents and staff who gave their views agreed that pupils are safe in school.

Quality of teaching, learning and assessment

Requires improvement

- The leadership of teaching, learning and assessment has been too variable over time. Leaders have not picked up the inconsistencies in the quality of teaching across the school. As a result, pupils' outcomes are inconsistent in a wide range of subjects.
- Some teachers do not have sufficiently high expectations for their pupils. On these occasions, teachers do not use the information they have about what pupils know, can do and understand to plan work that challenges them. As a result, pupils' progress varies over time.
- Actions taken to improve pupils' basic mathematical skills are beginning to have a positive impact. This is enabling pupils to gain greater fluency in number. However, the teaching of mathematics does not yet encompass all aspects of the curriculum. Some teachers' questioning does not routinely enable pupils to deepen their understanding of mathematical concepts. Some teaching does not enable pupils to apply their mathematical skills to solve problems and reason in mathematics. This limits the progress that pupils make, particularly the most able pupils.
- Teachers' expectations of what pupils can achieve in writing are too low, and there is variation in the quality of teaching. Teaching does not routinely tackle pupils' misconceptions in spelling, grammar and punctuation, especially in subjects other than English. This results in too few pupils writing with the complexity and accuracy expected for their age. However, the teaching of writing in Years 2 and 6 is more accurately focused on developing pupils' writing skills. Increasingly, the quality of

teaching in these years ensures that pupils develop the sophistication and accuracy of writing expected for their age.

- The approach to developing pupils' comprehension skills and ensuring an enjoyment of reading has been variable across the school. However, newly implemented approaches to the teaching of reading are strengthening pupils' progress and raising standards. Staff build pupils' vocabulary well and ensure that pupils read frequently. This is most evident in key stage 1.
- Teachers do not routinely use the information they keep about pupils' progress to plan tasks which take account of what pupils already know, can do and understand. As a result, lower-attaining pupils or those who have SEN and/or disabilities cannot access the learning activities. Teaching does not support these pupils well enough. Consequently, pupils who have SEN and/or disabilities do not make strong progress.
- Teachers do not have oversight of the learning support that some teaching assistants provide. As a result, when pupils struggle with their learning, or it is not well matched to their needs, they lose focus and concentration. This is not picked up quickly enough by teaching staff.
- Where teaching is more effective, teachers have high expectations of what pupils can achieve. They use pupils' assessment information well to set tasks that challenge pupils to achieve more. Questioning is used well by some adults to deepen understanding and to prompt pupils to think more deeply.
- The teaching of phonics is regular and systematic. It enables pupils to decode unknown words well. Many pupils in key stage 1 learn and apply their early reading skills well, and this is evident in the outcomes they reach in reading by the end of key stage 1.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are given opportunities to take on additional roles, such as school councillors. Pupils experience democracy first-hand when they vote for their peers to represent them on the school council. This helps pupils to develop their social skills and understanding of British values.
- Pupils say that bullying is rare. This is supported by the school's records on bullying. Pupils acknowledge that there is some 'falling out', but they tell an adult, and issues are dealt with immediately. Pupils understand about different types of bullying, including bullying of a prejudicial nature, such as homophobic and racist bullying. They are clear that this would not be acceptable, and that adults would deal with that it, should it occur.
- Pupils said that they feel safe in school, and are taught how to keep safe. They know how to keep themselves safe when using the internet, and learn about fire and road safety.
- Most parents agree that their children are safe and happy at school.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school. There are well-established routines in place to manage pupils' behaviour. The school's behaviour records show that, over time, there has been a reduction in the number of incidents of poor behaviour.
- Pupils' behaviour in lessons is typically good. Only when teaching is less engaging and effective does pupils' concentration wane, and they become distracted. Even then, this does not lead to behaviour that causes disruption.
- Most of the parents and staff who completed Ofsted's online surveys agreed that pupils behave well in school.
- Historically, pupils' attendance has been below average. School leaders have worked well with parents, carers and pupils to increase rates of attendance. Leaders have put measures in place that are effective so that, as a result, attendance is improving.

Outcomes for pupils

Requires improvement

- Pupils make inconsistent progress as they move through the school. As a result, improvements in pupils' attainment in writing and mathematics at the end of key stage 2 in 2017 were not sustained in 2018. However, outcomes in reading continued to improve in 2018.
- Disadvantaged pupils do not attain well enough because they do not make strong progress across year groups. The school's records show that outcomes for disadvantaged pupils are not yet good across the school. However, where teaching is strongest, this has a positive impact on improving pupils' outcomes. For example, end-of-key-stage-1 outcomes in 2018 show that more pupils than previously reached the standards expected for their age in writing and mathematics.
- Not all of the most able pupils, including those from disadvantaged backgrounds, reach their full potential. Some of the tasks they undertake do not challenge them to master higher-level skills. This is especially so in key stage 2, where the most able do not all work at greater depth.
- Pupils who have SEN and/or disabilities make variable rates of progress. There are inconsistencies in how well adults help these pupils to make good progress during lessons.
- The work in pupils' books shows that they learn a wide range of subjects. However, not all pupils gain the specific knowledge, understanding and skills that are expected for their age in these subjects. This is because leaders do not monitor pupils' outcomes in subjects other than English and mathematics.
- The school's assessment information from 2018 shows that by the end of key stage 1, more pupils than previously reached the expected standards in writing and mathematics.
- In 2018, more pupils than previously achieved the expected standard in the phonics screening check. This is the result of effective phonics teaching.

Early years provision

Good

- Children enter Nursery with starting points that are below those typical for their age. Overall, the proportion of children reaching a good level of development by the end of the early years is increasing year on year.
- Teaching is effective because teachers use their assessments well to plan imaginative learning opportunities that support children's learning and development.
- Staff develop children's social and language skills well. They teach phonics effectively, and make sure that the curriculum provides activities which interest children. They establish warm relationships with children, who engage happily in activities because learning is fun.
- Adults help children settle quickly into school. As a result, children develop good routines and are happy and confident in their environment.
- Children behave well with adults and each other. They play and learn happily with each other, take turns and share resources.
- Partnerships with parents are strong. There are opportunities for parents to work with teachers to support their child's learning. This ensures that children get off to a good start in the early years.

School details

Unique reference number	100821
Local authority	Southwark
Inspection number	10054352

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Bola Ogun
Headteacher	Julia Conn
Telephone number	020 7703 4894
Website	www.olivergoldsmith.southwark.sch.uk
Email address	office@olivergoldsmith.southwark.sch.uk
Date of previous inspection	1–2 November 2016

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils attending this school are from Black or Black British African backgrounds.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have support for SEN and/or disabilities is above average.
- The school runs a breakfast and after-school club.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time.
- Inspectors looked at pupils' books and observed teaching in lessons, including undertaking joint observations with senior leaders.
- Pupils' work was reviewed during lessons, and a more detailed scrutiny was made of pupils' books with senior leaders. Pupils' work in a wide range of subjects was scrutinised. Pupils' work on display was also considered.
- Pupils read to inspectors, and inspectors spoke with pupils throughout the inspection to gain their views.
- Pupils' behaviour in lessons and during break and lunchtimes was observed by inspectors.
- Meetings and discussions were held with the senior leadership team, staff and pupils.
- Inspectors met with governors and local authority officers, including a telephone discussion with the local authority designated lead officer.
- Inspectors scrutinised a wide range of evidence, including the school's documentation on pupils' attainment and progress, safeguarding, behaviour, attendance, records of governing body meetings, the school's self-evaluation, plans for improvement and external reviews of the school.
- Inspectors considered the 21 responses to Parent View, Ofsted's online survey, as well as speaking to parents directly. Pupil and staff surveys were also considered.

Inspection team

Jenell Chetty, lead inspector	Ofsted Inspector
Ellie Whilby	Ofsted Inspector
Martin Roberts	Ofsted Inspector

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Manchester
M1 2WD

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