

Paxton Primary School

Inspection report

Unique Reference Number	100577
Local Authority	Lambeth
Inspection number	276335
Inspection dates	18–19 January 2006
Reporting inspector	Tusha Chakraborti

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	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Ron Ellis Ms Arziye Craig-Kemal
Date of previous school inspection	Not previously inspected
School address	Woodland Road London SE19 1PA
Telephone number	02086702935
Fax number	02087666843

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Paxton Primary is situated in the Gipsy Hill area of the London Borough of Lambeth. The school serves families from a variety of social and educational backgrounds. The majority of pupils are of Black or Black British-Caribbean or African heritage and the rest are from a wide range of minority ethnic backgrounds. Over 30% of pupils are entitled to free school meals. Nearly 25% of pupils speak English as an additional language and nearly 18% of them are at the early stages of learning English, which is high. Twenty-three per cent of pupils have learning difficulties or disabilities. The attainment of children on entry to the school is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Improve the pace of learning in Key Stage 1 * Ensure that the new assessment system is thoroughly implemented in Years 1 and 2.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is good in Foundation Stage and in Years 3–6. Teaching is satisfactory in Years 1 and 2 and pupils' progress slows down as a result. Teachers have good subject knowledge and plan well to provide pupils with interesting activities. They engage pupils effectively in their learning and encourage them to work together and independently. They have very good relationships with pupils, value their contribution to class discussions and have high expectations of their work and behaviour. As a result pupils behave well and work well together. Most lessons have a good pace and challenging questioning ensures that pupils make good progress, particularly in English and mathematics in Years 3–6. In a Year 6 literacy lesson, effective questioning by the teacher successfully enhanced pupils understanding of how to retrieve information from texts. The support staff are used effectively to enhance pupils' learning. Where teaching is satisfactory, teachers do not present this level of challenge and lessons move at a slow pace. As a result, pupils do not achieve as well as they can. A rigorous assessment system is in place to ensure higher standards across the school, especially in Years 1 and 2. This is being used effectively to track pupils' progress. As a result, writing in Year 2 is beginning to improve.

Curriculum and other activities

Grade:

The curriculum meets most pupils' needs well, helps them to enjoy their education and, for most, to achieve as well as they can. The Foundation Stage curriculum is good. It gives children a fine start to their education. The curriculum across the school provides a broad range of experiences, for example, different musical skills are nurtured through the "Sound Start" initiative which provides various instruments that can be practiced at home. Pupils talk keenly about visitors to their school and enthuse about dance, drama and computer work. The school knows that there is scope for extending the range of extra-curriculum activities and has plans in place to improve this. A good, established partnership between parents, carers and teachers through the Curriculum Events day, contributes effectively to extending learning at home. Parents join in healthy food tasting sessions and have joined pupils in making a mural for the local park. A parent writes, "Our three sons would be all the poorer had they not had the education Paxton has provided them."

Care, guidance and support

Grade:

The school gives outstanding care to its pupils, considerably contributing to their enjoyment. This is supported by most parents, one of whom wrote andquot;The school is wonderful with a safe, caring atmosphere, with happy, polite children.andquot; Strong support is given to pupils with emotional behavioural or learning difficulties. As a result, these pupils achieve well. All staff are involved in drawing up their special programmes and careful checks are made on their progress. There is strong support for vulnerable pupils through links with a range of specialist agencies and from other pupils who are andquot;Buddies.andquot; Health and safety checks are regular and risk assessments are robust. The recently established assessment procedures are very effective for older pupils in particular, who know the levels they are reaching. Teachers regularly make comments on pupils' work, showing how they can improve it.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us when we inspected your school. We were able to talk to some of you in small groups but we met many others around the school and in classes. We were impressed by your behaviour and you were most courteous and polite. You told us how you feel safe in the school.

We are pleased to tell you that we agree that your school is a good school. We were especially pleased with these things: * You make particularly good progress in Years 3-6 and achieve what is expected of you in mathematics and science. Your work has improved over the past years, especially in mathematics and science. * You behave well. You work hard and listen carefully to your teachers. This helps you learn well. * You understand the importance of staying safe and healthy very well and take part in the wide range of physical activities to maintain a healthy lifestyle. * Your teachers give you interesting work in lessons and have high expectations of your work and behaviour. * All adults in the school really do a great job in organising the school and looking after you.

Although most of you are doing well, those of you in Years 1 and 2 are not doing so well. We have asked your teachers to ensure that all of you achieve well. The headteacher and other staff in your school recognise this and are working hard to keep a closer check on how you are doing. You will, of course, need to co-operate with them and work hard to achieve higher standards in future. We hope that you will continue to work hard and do well.