

Camelot Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 100780 |
| Local Authority | Southwark |
| Inspection number | 276384 |
| Inspection dates | 7–8 June 2006 |
| Reporting inspector | Robin Hammerton |

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

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| 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 | Oliver Wooller Ms Anna Corbett |
| Date of previous school inspection | Not previously inspected |
| School address | Bird-in-Bush Road London SE15 1QP |
| Telephone number | 02076390431 |
| Fax number | 02072778832 |

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Introduction

The inspection was led by one of Her Majesty's inspectors, working with two Additional Inspectors.

Description of the school

This is a large primary school with full-time nursery. A rich diversity of ethnic heritages is represented, with most pupils coming from Black African or Caribbean backgrounds. About half the children are eligible for free school meals which is nearly three times the national average. A similar number of pupils speak English as an additional language (EAL). The proportion of pupils joining and leaving the school outside the normal times, however, is about average. The school is a member of the Peckham Education Action Zone (EAZ) which supports the development of arts provision. The headteacher has been in post since 2002. Her deputy, known as the Learning Development Leader (LDL), was appointed in January 2005.

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

* Establish, as a whole school community, an overarching vision for the purpose and direction of the school, and ensure that school improvement activity directly relates to this.* Ensure pupils can make a greater contribution to the school and wider communities, and take more responsibility for evaluating their own learning.* Enable a larger group of staff to take specific responsibility for aspects of leadership and, in doing so, develop their skills.* Use assessment information better to ensure work is well matched to all pupils' needs, especially to raise further the achievement of potentially higher attaining pupils.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teachers use a variety of strategies to engage pupils. For example, the newly installed interactive whiteboards, when used, hold pupils' attention well and help to enliven teaching. In the best lessons, the time pupils spend listening to teachers is well balanced with opportunities for them to be actively involved in interesting activities. Teachers explain clearly to pupils what they have to do and learn, planning interesting tasks to ensure these objectives are met. However, in many lessons these positive features are not as evident, with pupils having to listen for too long and making less progress.

Teachers often plan activities for pupils working in pairs which help them interact successfully and develop confidence. For example, in a literacy lesson, pupils discussed with a partner how to increase the suspense in a piece of writing. This interested them as well as promoting their knowledge and understanding. When teachers plan lessons well, teaching assistants support pupils with learning difficulties and those whose first language is not English effectively. Teachers assess pupils' progress with increasing rigour and accuracy. They do not, however, allow pupils much involvement in this process. Not enough use is made of the assessment data to plan the next steps in pupils' learning, especially those pupils who are capable of reaching higher levels.

Curriculum and other activities

Grade:

All subjects are planned appropriately, and some of the topics studied are inspiring to the pupils. For example, a recent geography project led to pupils in Year 5 writing some moving and insightful poetry about their home locality. In order to increase links like this between subjects, and to improve pupils' learning skills, the LDL has worked hard to develop a more coherent overview of the whole curriculum. Relevant aspects, such as black history, are included.

This has not yet had time to become firmly established but is a positive start. Themed weeks enhance learning and involve all pupils. Pupils who are in the early stages of learning English receive a suitably adapted curriculum where necessary. All pupils benefit from a range of visits to local places of interest. Pupils in Year 3, for example, experienced World War 2 'evacuation' as part of their history project work.

However, pupils are sometimes frustrated by relentless new work in lessons, saying 'We start things but don't finish them.' They have too few opportunities to develop and use skills in information communication technology (ICT). There are a number of extra-curricular clubs and activities but these are not long established. Often, activities are run for a short period of time and only involve small numbers of pupils.

Care, guidance and support

Grade:

Appropriate child protection procedures are in place, and understood by all staff. Regular surveys of the buildings and outdoor areas are undertaken, with suitable risk assessments for on and off-site activities. The school site is secure and, overall, pupils are properly safeguarded. Pupils feel able to turn to adults for help. The school has successfully introduced a new behaviour policy which is fair and guides pupils well. They know where they stand and understand the rewards and sanctions involved. However, the continuing emphasis on behaviour by staff in many lessons, now that good standards have been reached, tends to limit pupils' opportunities to take greater individual responsibility and show initiative. All staff, including teaching assistants, generally provide helpful feedback and academic guidance to all pupils, including those with learning difficulties and those for whom English is an additional language. Marking of work is generally thorough and helpful, though pupils rarely have the time to follow up the comments made.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you very much for welcoming us to your school recently. We really enjoyed it when you showed us around your school and playground (the wooden dinosaur was my favourite part!). We also enjoyed visiting your lessons, speaking to you and looking at your work in your books and on the walls. This is the letter I spoke to some of you about, which tells you what we found in the inspection.

We found out that your school gives you a satisfactory education. The school is getting better but we would like to see it improve even faster. The things we liked most about your school were: * Your behaviour - mostly it is good in lessons and you have fun together in the playground. * The way you talk to each other and share your ideas together in class. You help each other really well and work hard. Well done! * The fact that standards of work are gradually going up because your teachers and the other adults help you to make progress in lessons.

We also have some suggestions to help your school to become better more quickly. We think you, the children, should have more of a say in how the school runs. This means you'll need to think about how you learn best and be ready to give your ideas. Your teachers all need the chance to share more in managing the school. Everyone in the school (staff, governors, parents, pupils) needs to help decide what the most important things the school should develop are, and then make sure these ideas come true. Also, we've asked your teachers to see if they can make sure that all the work you get in class is just the right level of difficulty for each one of you. You can help with this by knowing your own targets and doing your very best to reach them.

With best wishes for the future,

Robin Hammerton

Her Majesty's Inspector of Schools