



Roger Ascham Primary School

Inspection Report

Unique Reference Number 103056
LEA Waltham Forest LEA
Inspection number 276823
Inspection dates 4 July 2006 to 5 July 2006
Reporting inspector Tusha Chakraborti AI

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

Type of school	Primary	School address	Wigton Road
School category	Community		London
Age range of pupils	3 to 11		E17 5HU
Gender of pupils	Mixed	Telephone number	02085273157
Number on roll	421	Fax number	02085317227
Appropriate authority	The governing body	Chair of governors	Councillor Bob Carey
Date of previous inspection	5 June 2000	Headteacher	Mrs Karen Mason

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger-than-average primary school. Nearly two thirds of pupils are of ethnic minority background. About one third of pupils speak English as an additional language and 13% pupils are at an early stage of learning English. The proportion of pupils with learning difficulties is above average and that eligible for free school meals is much higher than average. A few pupils are from the families of asylum seekers, refugees or travellers and pupil mobility is high. Attainment on entry is much lower than average.

The school has experienced high staff turn-over and difficulty in recruitment. The headteacher, who retired, has come back on a part-time basis as the school was unsuccessful in recruiting an experienced headteacher. She works in collaboration with a part-time consultant headteacher who will continue to support the recently appointed head teacher who has yet to take up the post.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Roger Ascham Primary is a good school. The school, modestly, judges its effectiveness as satisfactory. The headteacher, together with the consultant headteacher, has accurately evaluated what needs to be done to improve the standards and progress of all pupils. The school has been very successful in raising standards, despite increasing mobility of pupils, low attainment on admission and poor accommodation in parts of the school.

Standards have improved significantly by the end of Year 6 and are now average. Although standards are low at the end of Year 2, they are improving as a result of the new assessment system. Nevertheless, standards are not yet high enough in Years 1 and 2. Staff and governors have a clear view of the school's strengths and weaknesses and they are committed to improving the school's provision. However, governors are not actively involved in shaping the school's direction. The provision for pupils who speak English as an additional language is satisfactory. The school leaders are rightly aware that this provision is not sufficiently effective to improve standards further, especially in Years 1 and 2 and are beginning to address this issue. Children make good progress in the Foundation Stage and are well placed to continue to do so in Year 1. Parents are supportive and appreciate the partnership they have with the school.

The school has successfully addressed the issues from the previous inspection. It gives good value for money and is well placed to improve in the future.

What the school should do to improve further

andmiddot; Raise standards in Years 1 and 2.andmiddot; Improve the provision for pupils who are at an early stage of learning English.andmiddot; Ensure that governors are actively involved in shaping the school's direction.

Achievement and standards

Grade: 2

Pupils' achievement is good overall. Those in Years 3-6 make particularly good progress and achieve very well. This is reflected in the results in the national tests for pupils in Year 6 in recent years which were similar to most schools and the school has exceeded some of its challenging targets. Although it is not possible to make a comparison with other schools nationally, the results of the 2006 tests show that standards have improved further. This represents a significant improvement since the last inspection when standards were low. This is because the school directs greater effort at Years 3-6 to ensure a higher level of achievement when pupils leave school. In doing so, the school placed much less emphasis on raising standards in Years 1 and 2. In addition, high staff turn over, the increasing mobility of pupils and a large number of pupils at an early stage of learning English have an adverse impact on standards in these year groups. Consequently, although the achievement of pupils in Years 1 and 2 is satisfactory, given their low starting points, standards have remained low for some

time. However, the analysis of recent data shows that standards are beginning to improve because of more stable staffing and a new assessment system that is enabling pupils' progress to be tracked more closely. Children arrive at the Nursery with standards that are low and many have very limited English language skills. By the end of the Reception year, children make good progress to achieve the expected levels in all areas except communication, language and literacy, where standards are below average.

Although pupils who speak English as an additional language make satisfactory progress this could be better because, in the past, these pupils have had insufficient support, particularly in Years 1 and 2. The school is taking action to remedy this and provision for these pupils is now improving. Pupils with learning difficulties make good progress because of the good support they receive from teachers and support staff.

Personal development and well-being

Grade: 2

Personal development is good. Children in the Foundation Stage learn to socialise and co-operate with each other as well as developing positive attitudes to their learning that are maintained across the school. Attendance is satisfactory and has improved. Pupils' spiritual, moral, social and cultural development is good. They know what is right and wrong and that racial abuse in any form will not be tolerated. Behaviour is good and the exclusion rate has gone down significantly. A parent wrote, 'children are praised for their behaviour and attendance and they are aware of what is not acceptable'. Pupils contribute to the school community through the school council, where they suggest improvements. They are involved in organising fund raising activities for a variety of charities and appeals. Some pupils are involved in helping others to read and they look out for the welfare of others during playtimes. Pupils clearly understand the importance of safe and healthy living and thoroughly enjoy their participation in a variety of physical activities. Their personal development is nurtured successfully and, as a result, pupils develop skills and qualities that prepare them well for later life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. It is particularly good in the Foundation Stage and in Years 3-6 where teachers ensure that pupils express their views confidently and develop good independent skills. Most teachers display good subject knowledge and plan well to provide pupils with interesting activities. Lessons progress at a brisk pace and challenging questioning ensures that pupils make good progress. Staff have very good relationships with pupils and value their contribution to class discussions. As a result, pupils work well together. In a very small minority of lessons in Years 1 and 2 where teaching is satisfactory, tasks are not matched well to

the varying learning needs of all and pupils are not challenged appropriately. As a result, pupils lose their concentration quickly and do not achieve as well as they should.

The new assessment system is beginning to track pupils' progress more effectively and enables teachers to provide work that more closely matches pupils' needs. Teaching assistants are appropriately trained and support the pupils with learning difficulties well. Pupils at an early stage of learning English are supported satisfactorily.

Curriculum and other activities

Grade: 2

The curriculum is good, covers all subjects well and generally meets the needs of all learners. The creative arts are well catered for and there are good opportunities for the learning of information and communication technology (ICT) skills. Planning is good in the Foundation Stage where it ensures that all aspects of learning are covered in a variety of interesting ways. There is a good emphasis on pupils' personal, social and health education (PSHE). Citizenship education makes a good impact on pupils' development of safe and active lifestyles. Weekly extension activities and subject focused weeks and clubs enrich the curriculum very well. The school nurtures individual pupils' talents, as well as providing supportive activities for those pupils identified as vulnerable. The school is aware of the need to tailor the curriculum more effectively to meet the needs of all pupils, particularly for pupils in Years 1 and 2.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school places great importance on support for personal development so that each individual pupil feels safe and happy. All health and safety issues are addressed; risk assessments are in place and child protection procedures are well established. The recent development in assessment enables teachers to set challenging targets and this is beginning to have a good impact on standards, particularly in Years 1 and 2. Support for pupils with special educational needs is good. The good induction of children into the Nursery and Reception is thoughtfully planned, as is the support given to those pupils who arrive later in their education. This ensures pupils settle in quickly. The school works well with parents, volunteers, learning mentors and a variety of external agencies to support all children, including those most at risk.

Leadership and management

Grade: 2

Leadership and management are good. The personal development and well-being of each individual pupil is of central importance to the school's leaders. The headteacher sets high professional standards for the work of staff and has established a strong sense of common purpose amongst them. The very good partnership between the headteacher and the consultant headteacher gives added boost to achieving important changes, such as establishing a new management structure and raising attainment in Years 1 and 2. This partnership has also enabled the school to keep improving despite

staffing and recruitment difficulties. The school's monitoring and self-evaluation accurately identify the improvements needed. Many new initiatives, such as improved assessment, are already having a positive impact on pupils' learning. The views of pupils and parents inform the school's development plan well. Co-ordinators are well trained and, as a result, carry out their responsibilities effectively. The co-ordination of the Foundation Stage is good and has secured good provision for these children. Governors carry out their roles satisfactorily. They contribute effectively to meetings and make informed decisions. However, they are not actively enough involved in shaping the school's direction. Resources are well used and the school makes best use of some accommodation that is of poor quality. Given the good quality of information the school gathers from its monitoring, and the improvements secured to date, the school has a good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

We would like to thank you for your help when we visited your school. We enjoyed talking to you and watching you work. It was a great pleasure to hear from you that you really enjoy coming to school and think that your school is good.

We are pleased to tell you that you are right to do so because we also think that your school is good. You receive good teaching and support and guidance from all adults. We are impressed by your positive attitudes to learning, your good behaviour and your willingness to concentrate on your work. You understand the importance of staying safe and healthy well and take part in the wide range of physical activities to keep healthy.

Your school is helping you to get better at your work. We have asked your teachers to help you even more with your work so that your test results improve further, especially in Years 1 and 2. We have also asked your governors to see that you achieve higher standards throughout the school. We are confident that you will continue to work hard and will do well in all subjects. With best wishes

Yours sincerely,

Tusha Chakraborti

Lead Inspector