

# Adamsrill Primary School

## Inspection report

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<b>Unique Reference Number</b>	100671
<b>Local Authority</b>	Lewisham
<b>Inspection number</b>	285839
<b>Inspection dates</b>	7–8 June 2007
<b>Reporting inspector</b>	Alison Thomson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	400
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Clegg
<b>Headteacher</b>	Mrs Victoria Forbes
<b>Date of previous school inspection</b>	3 December 2001
<b>School address</b>	Adamsrill Road Sydenham London SE26 4AQ
<b>Telephone number</b>	020 8699 8548
<b>Fax number</b>	020 8291 5581

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Adamsrill Primary is a large school. The pupils are from a very wide range of backgrounds, reflecting the ethnic and cultural diversity of the area. There is a Nursery for 50 three-year-old children. The proportion of pupils learning English as an additional language is higher than most schools nationally. A significant number of pupils join or leave school during the school year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Adamsrill is a good school and pupils achieve well. There has been considerable turbulence in staffing and the school has recovered well from this due to strong leadership. The school is a harmonious, multicultural community where pupils flourish academically and socially. Parents and pupils hold the school in high regard. One parent said, 'I am a very satisfied mother in the interest and care shown to my child'.

Central to the high quality of education is the vision and determination of the headteacher. Together with her newly formed senior leadership team, the headteacher has instilled a common purpose and all staff are involved in self-reflection and improvement. The school has evaluated its provision well, is focusing on the correct areas for improvement and is in a very strong position to improve further. Although several initiatives have not been in place long, there are already signs that they are having a positive impact on the progress of the pupils. Areas of development identified at the school's last inspection have been very successfully addressed. Governors know the school well, give it good support and are effective critical friends.

The school was judged good at the last inspection and standards, following a dip, have improved and are now average by the end of Year 6. This represents good progress in the light of the very low attainment on entry. Children get off to a steady start in the Foundation Stage, because of the satisfactory teaching and curriculum, the good care and support they get from adults and the good focus on their speaking skills.

Throughout the school, pupils' personal development, including their spiritual, moral, social and cultural development is good. They have very good relationships with teachers, and pupils are very polite and courteous towards each other. They understand well the importance of being healthy and they feel safe and know that their opinions and views are valued. They show high levels of self confidence and enjoy school. One pupil commented, 'Everything is great here'.

Pupils throughout the school do equally well, regardless of their background or ability. All pupils receive good care, support and guidance, including the many pupils who enter school throughout the year. The good quality teaching the pupils receive is reflected in their enthusiastic approach to school. Teaching assistants are used well to support pupils with learning difficulties and those pupils for whom English is not their first language. Pupils are encouraged to work with their teachers to evaluate their own learning but feedback to the pupils is not always thorough enough. As a result, few pupils know their targets for improvement and how to achieve them. In most lessons the work is appropriate for the needs of all the learners, but the highest attaining pupils are not always challenged sufficiently, especially in solving problems in mathematics. Although most pupils make good progress in reading there are insufficient opportunities for those in classes up to Year 2 to read independently.

This is a school that knows itself well, recognises that there is still much more to be done and is constantly striving to do even better.

### What the school should do to improve further

- Provide more opportunities for real-life problem solving in mathematics.
- Provide frequent opportunities for pupils to read independently, especially up to Year 2.
- Ensure that pupils understand what they need to do to improve their work.
- Ensure that the quality of teaching is consistently good throughout the school.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress throughout the school and this includes pupils with learning difficulties and those from minority ethnic groups. Attainment on entry to the school in the Nursery is lower than usual for this age group. Children make satisfactory progress in the Foundation Stage and good gains in their personal, social and emotional development and in speaking and listening. Nonetheless, by the end of the Reception year, few attain the expected goals for their age in most of the areas of learning. Although pupils make good progress in Years 1 and 2 and achieve well, standards in English are below average, especially in reading. Opportunities for independent reading are not frequent enough to help consolidate pupils' reading skills. Pupils attain average standards in mathematics, but more able pupils are not always stretched enough. Standards at the end of Year 6 have been steadily improving over the last three years. They are broadly average except in mathematics where limited opportunities for real life problem solving and shortcomings in matching work with pupils' needs in some classes results in some slow progress. The school's data show that pupils who have had all of their education in the school generally achieve higher standards than new arrivals.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Most pupils thoroughly enjoy school and are prepared well for the future. Their spiritual, moral, social and cultural education is good and especially enlivened by multicultural evenings and by educational visits and music. Pupils commented that, 'Music is great, with lots of variety'. Pupils make a good contribution to the community and speak enthusiastically about the importance and fun of helping others. They support several charities, put on many drama performances and took part in samba dancing during the local carnival. Pupils have a good knowledge of different cultures and almost all behave well and respect each other. In the Foundation Stage, children successfully learn to share, concentrate, take turns and cooperate with others. As pupils move through the school, they take responsibility and develop a good awareness of how to be healthy and safe. They especially enjoy residential trips and these contribute much to pupils' fitness and learning. They said that 'rock climbing and caving were really fun and adventurous', while another pupil spoke about being 'exhilarated'. Attendance has improved as a result of the school's strong efforts and is now average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall. One parent said, 'My son's class teachers have been without exception rigorous in their professional approach to learning'. Teachers and teaching assistants know and understand the learning needs of their pupils well. Teachers show enthusiasm for their subjects and plan their lessons well with appropriate and varied activities. In mathematics, however, the most able pupils are not challenged enough, and do not have enough opportunities to solve real life problems. In most lessons, teachers' explanations are clear and pupils engage well with their learning. Lessons have good pace and the use of whiteboard technology promotes good learning. In the best lessons the teachers continually

check the extent to which all pupils meet their learning objectives. In an outstanding lesson in science, the pupils demonstrated an excellent understanding of the complexities of fair testing beyond what would have been expected of them. Teachers use skilful questioning to help pupils deepen their understanding and they involve them in the assessment of their work. Marking is carried out regularly, but does not always inform pupils clearly enough how to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good range of learning experiences. Links between subjects enhance learning and develop pupils' basic skills, for example in writing through work in other subjects. Increasingly, work is well planned to match the needs of all pupils whatever their ability or prior attainment, but the way in which this is implemented is not consistent. There is an improving balance between teacher-directed and free-choice activities for children in the Foundation Stage, resulting from a more varied and interesting curriculum that ensures that all areas of learning are addressed. Additional support in English helps pupils with learning difficulties to make good progress. Pupils benefit from a very wide range of enrichment activities. For example, the visits organised for the pupils make an outstanding contribution to their personal and social development and are much appreciated by the pupils. Cultural diversity is celebrated well. The activities in music and the performing arts have a strong impact on the pupils' personal development. There is also a good range of clubs.

## **Care, guidance and support**

### **Grade: 2**

Overall, the school provides good care, guidance and support. Child protection procedures are robust and the school makes every effort to safeguard the pupils. The toddler group is an outstanding initiative. It helps children to settle in to school, makes them and their families feel welcomed, and prepares them well for the Foundation Stage. There is very good provision for pupils to explore their emotions and learn how to cope when they are angry. Pupils commented, 'This helps us to improve our attitudes and feelings especially when we feel lonely or depressed'. They also value the work of the learning mentor. The school works well with parents and other agencies. The support for pupils with learning difficulties has improved in the last year and pupils are more quickly targeted if they need additional support. This is best for extra 'catch-up' work in English, but underdeveloped in mathematics. While pupils are keen to improve their work, they are not given enough guidance about how to do this.

## **Leadership and management**

### **Grade: 2**

The school has moved forward considerably under the dynamic leadership of the headteacher and is in a strong position to move forward even further. With the recent appointment of a very effective deputy headteacher, she has established an enthusiastic senior team that has both vision and drive. There has been a culture of self-reflection and common purpose instilled amongst all the staff. One teacher said that she could not have had better support on joining the school. Rigorous tracking systems to check pupils' progress and the evaluation of teaching and learning have improved achievement in many areas. The school enjoys the support of the vast majority of parents. Governors are highly supportive and challenge the school on a regular

basis. Finances are well managed. Outside agencies and sources of funding are used productively to enhance provision. The school is not complacent and acknowledges that there is still much to be done. The encouraging impact of the many initiatives indicates good capacity for improvement.

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

20 June 2007

Dear Pupils

Inspection of Adamsrill Primary School, London, SE26 4AQ

Thank you very much for welcoming us into your school. We enjoyed talking to you and seeing all the interesting work that you do. You said that your school is a good school and we agree with you.

Here are some of the things that we liked best.

- Your attitudes and behaviour are good.
- You enjoy school and you learn in a happy environment.
- Adults in school ensure that you are safe and well cared for.
- You are developing good academic and personal skills that will enable you to have a successful adult life.
- You know how to stay healthy by eating the right food, drinking water regularly and by taking plenty of exercise.
- Your school provides you with interesting and varied opportunities to learn, such as school visits.
- Your headteacher and staff have improved the school and are always trying to make it better.

Here are some of the things that we think could be better.

- You need to work more closely with your teachers to find out what you should do to improve your work.
- You need more chances to read by yourselves, especially the younger children.
- You need more real life problems to solve in mathematics.
- The teaching should be consistently good in all your classes.

We enjoyed our visit to your school. Thank you once again.

Best wishes for the future

Alison Thomson Lead inspector