



Albion Primary School

Inspection Report

Unique Reference Number 100774
Local Authority Southwark
Inspection number 285880
Inspection dates 23–24 January 2007
Reporting inspector Julie Carr HMI

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

Type of school	Primary	School address	Albion Street
School category	Community		London
Age range of pupils	3–11		SE16 7JD
Gender of pupils	Mixed	Telephone number	02072373738
Number on roll (school)	201	Fax number	02072376744
Appropriate authority	The governing body	Chair	Ms Sara George
		Headteacher	Ms P White
Date of previous school inspection	11 November 2002		

Age group 3–11	Inspection dates 23–24 January 2007	Inspection number 285880
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Albion Primary School is in northeast Southwark and is a one form entry school with a diverse multi-ethnic community including refugees. There are high levels of social deprivation with 49% of pupils eligible for free schools meals. This is well above the national average as is the proportion of pupils with learning difficulties and disabilities. There are 28 languages spoken almost half of the pupils speaking English as an additional language. Most pupils are from ethnic minority groups. A significant number of pupils of all ages join or leave the school at different times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school is well on its way with its journey of improvement. Over seven years ago, it was judged to be a failing school. Now it is clearly a good school. The headteacher provides inspirational and outstanding leadership. She goes the extra mile every day because every child really does matter here. It is a special place with a family feel and evident racial harmony where diverse cultures are celebrated. Pupils enter this school with a wide range of needs. It is the single minded devotion to these pupils by all adults that is truly remarkable! The quality of care is excellent.

Since their last inspection, standards have risen steadily and are now broadly average with below expected standards in mathematics and science. Improving standards has been a key priority since their last inspection. Given their well below average starting points when entering Nursery, pupils make good and sometimes outstanding progress by the time they leave the school. Underpinning this achievement is the good quality of teaching alongside the trusting relationships. Talking about this trust one pupil said, 'A place to talk' is a room where you can go when you have problems and chat. It is great and it really does help me.' The school recognises and is dealing with those areas where it could do better. The teaching is not yet consistently good across all classes and the youngest children are not all provided with the same opportunities to play outdoors.

The curriculum has an emphasis on the arts, drama, music, speaking and listening. It is well shaped to meet the pupils' needs. It successfully engages their interest and develops their language skills. The many beautiful displays are testimony to this diverse multi-cultural curriculum, for example large African masks and a photographic display about links with a Nigerian school. The pupils are being prepared for the 'world of work' through projects such as taking part in planning the new playground. Albion learners are good listeners, like getting involved, support each other and are good 'team players'. This all ensures many school and community activities, such as the production of 'Mount Olympus' flourish because pupils like and want to get involved.

This school successfully raises the aspirations of its pupils. In an assembly all Year 6 pupils told parents, staff and pupils about their personal goals. These included wanting to speak another language, improving writing and maths standards and wanting to get high levels in their tests. The vast majority of parents support the work of the school. One parent wrote, 'Since my daughter started at Albion, her education and welfare have been my first priority. I have never needed to worry about either! Staff are very approachable and I have only high praise for the way that staff care for children with special needs.' The inspectors agree. The school has good capacity to make further improvements.

What the school should do to improve further

- Raise standards in mathematics through out the school.
- Ensure teaching and learning is of a consistently high standard across the school.
- Provide outdoor learning for all pupils in the Nursery and Reception class.

Achievement and standards

Grade: 2

Pupils start at the school with standards that are well below average so there is a considerable amount of catching up to do: their speech and language is particularly underdeveloped. Pupils make good progress in the Nursery class because the provision is good. Satisfactory progress is made by pupils in the Reception class. Some reach the expected goals by the end of the Reception year. Most pupils still have some way to go in communication, language and literacy and calculation. Progress although satisfactory is less rapid in the infant classes with pupils achieving standards below those expected in English and mathematics at the end of Year 2. Over the past few years there is an improving picture of standards reached at the end of Key Stage 1.

By the time pupils reach Year 6 the standards are satisfactory, as seen during the inspection. The 2006 test results showed that pupils met the expected standards in English and were below for mathematics and science. The more able pupils exceeded national averages. Overall pupils make good and in some cases outstanding progress. This is because pupils in Key stage 2 know exactly what to do improve. Pupils with learning difficulties and vulnerable children make the same good progress as do those whose first language is not English. Of particular note in the wider curriculum are the excellent standards in art. The wide range of art work using a variety of media, displayed around the school makes this a beautiful place to be.

Personal development and well-being

Grade: 2

This is a real strength of the school. Pupils' spiritual, moral, social, and cultural development takes accounts of different faiths and backgrounds and is good. An assembly about feelings and personal responsibility got the day off to a good start with quiet reflection. The good role models provided by all adults, are significant factors in creating the relaxed and family ethos of the school. All staff have high expectations for both learning and behaviour. Adults go out of their way to ensure children are safe at school. The pupils know and appreciate this and school council said 'the school is calm with exciting learning.' Attendance is satisfactory with suitable approaches in place to improve it. Pupils know about the importance of healthy diet and regular exercise. Most take advantage of the healthy lunches provided for them. In the Nursery children enjoyed sharing banana, carrots and milk at snack time. A child commented, 'we are healthy and only eat cake on our birthdays!' Pupils enjoy school coming to their school. One young pupil said, 'it is my class, my school and I love it!'

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning is good. Pupils make good progress because teachers expect them to undertake demanding work and to write at length. Their work is carefully marked. All teachers clearly show them how to improve. However, not all teachers apply this with the same rigour, especially with mathematics. Teaching and learning in the Nursery are good; children learn well because the setting provides stimulating opportunities for all areas of learning giving them a good start in literacy and numeracy. However teaching and learning are satisfactory overall in the Foundation Stage because pupils are not always given the chance to learn from outdoor play in the Reception class. Pupils with learning difficulties and disabilities and those for whom English is an additional language make good progress because their needs are effectively diagnosed and supported by dedicated teachers and teaching assistants. Pupils learn well because their behaviour in class is managed calmly and supportively. They make good progress in Key Stage 2 because they know what they need to do to improve and because their targets are shared with their parents and carers.

Curriculum and other activities

Grade: 2

The curriculum is good and meets its statutory requirements. All pupils, including those with additional learning needs, are given a wealth of opportunity for personal development during the school day and in clubs. This has a positive effect on the progress they make. The emphasis on literacy and numeracy has a good impact on pupils' achievement and helps to give pupils the skills they need for their future schooling. Provision for information and communication technology is satisfactory. This results in satisfactory progress in this area because insufficient time is dedicated to its use. Pupils are given good opportunities to benefit from extra activities in sport, music and the arts. There are regular visits to places of cultural interest which contribute much to pupils' enjoyment of learning and widen their aspirations. Pupils feel that their school is part of the wider community because of the good links with educational and welfare agencies and frequent visitors to the school. Pupils are encouraged to become involved in charity work and other initiatives which develop a sense of responsibility to others.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The school has a higher than average number of vulnerable pupils and those with specific care needs who receive excellent pastoral care. All staff are very knowledgeable about the pupils and their needs. This leads to well organised support targeted to meet individual needs. The school is vigilant about health and safety matters and relevant procedures are in place. Those pupils

who have learning difficulties or language needs receive very effective support from adults and make good progress. The school effectively promotes the development of safe and healthy living styles. Academic guidance through tracking of individual pupils' progress and target-setting is excellent. Practice is consistent throughout the school, enabling pupils and parents to understand as they move from year to year how much progress they are making. Pupils and teachers together agree on targets for improvement and this has an excellent impact on their learning. Older pupils are very successfully prepared for the next stage of schooling.

Leadership and management

Grade: 2

The headteacher has recently restructured the leadership team and is now ably supported by two assistant headteachers and an advanced skills teacher. The new senior leaders are rapidly developing their leadership skills and are passionate about every child getting the best deal. The shared leadership is providing good direction and a very clear vision for the school. They monitor and evaluate the performance of the school well with a sharp focus on pupil progress which assists in raising standards. The school development plan is an effective tool in bringing about necessary improvements. Teaching and learning are kept rigorously under review. Pertinent areas are selected well so teachers know how to improve pupil performance by setting targets that are just right for each pupil. School priorities are linked to professional development for staff. When managing teacher performance, there are no direct links made to pupil progress. However, best practice is still yet to become the common practice in every classroom. Governance is good. There is a core of longstanding governors who contribute substantially to the school. The majority of their business is sharply focussed on how well pupils progress and the standards they reach.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

Thank you for the warm friendly welcome you gave us when we inspected your school. We are writing to you so you know what we found.

We think that Albion Primary is a good school and you are lucky to go there. This probably is no surprise to you, as most of you and your parents think the same! Here are just a few of the things we really liked about it:

- Your headteacher and all the staff are always trying to make the school as good as possible.
- All the grown-ups take fantastic care of you and make sure you get just what you need to help you with your learning.
- You all work hard and want to do well.
- You make your school a beautiful place to be each day by getting on with each other and by all your wonderful art work hanging on the walls.

So that you could do better, we have asked your teachers to make the very best teaching happen every day in every class. You can help by making sure you try extra hard with your learning especially mathematics. We have also asked the teachers to make sure the younger children get lots of time to learn by playing outside.

Thank you once again for your welcome. Remember to keep searching for your hero!

Best wishes

Julie Carr (Lead Inspector)