



# Eardley School

## Inspection Report

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**Unique Reference Number** 101004  
**Local Authority** Wandsworth  
**Inspection number** 285938  
**Inspection dates** 30 November –1 December 2006  
**Reporting inspector** Anne Berger HMI

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 address</b>	Cunliffe Street
<b>School category</b>	Foundation		Streatham
<b>Age range of pupils</b>	3–11		London SW16 6DS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02087696486
<b>Number on roll (school)</b>	492	<b>Fax number</b>	02087690690
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr John Gallagher
		<b>Headteacher</b>	Mr Andrew Marks
<b>Date of previous school inspection</b>	17 September 2001		

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## **Introduction**

The inspection was carried out by two HMI and one Additional Inspector.

## **Description of the school**

The school serves a culturally diverse area where about 40 different languages are spoken. Many pupils arrive in the nursery with very limited language, communication and social skills. A much higher than average number of pupils receives free school meals although the school is part of a very mixed community representing the full range of social and economic backgrounds.

There are exceptionally high levels of mobility. For example, in Year 2 last year, 22 pupils out of 65 left and about the same number joined the school during the year.

The headteacher returned in January 2006 after a one year secondment supporting another school through a period of transition. A new deputy headteacher and assistant headteacher were appointed recently.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

The school provides a good quality of education for its pupils and overcomes many of the great challenges it faces. Last year's fall in standards is being reversed. The pupils' achievements are satisfactory during the Foundation Stage. Thereafter progress accelerates and is good in all subjects except for mathematics where the pupils only make satisfactory progress. Raising standards in this subject has proved more challenging because many pupils have substantial gaps in their understanding in part due to frequent changes of school. Whereas the pupils are encouraged to apply their literacy skills through the varied and engaging curriculum, teachers provide fewer opportunities to consolidate mathematical understanding and this also contributes to the slower progress in this subject. Teaching assistants make a valuable contribution to pupil's learning although they are not always deployed to greatest effect particularly during whole class teaching.

The school sets challenging targets. The school's evaluation show that last half term these were met. One teacher commented, 'Teachers are very passionate here and want to raise standards.' This was evident in the lessons observed. All teaching is at least satisfactory and much is good. The pupils benefit considerably from the high quality specialist teaching in dance, music, and physical education. Some of the best teaching was seen in these subjects as well as in history.

Significant attention is given to the pupils' personal development which is outstanding. Despite the high numbers of pupils coming and going, the school is a cohesive community where difference and diversity are celebrated. The curriculum is planned to ensure that pupils have opportunities to learn about the range of faiths and cultures and they show high levels of respect for each other's beliefs and communities. Great care is taken to ensure that pupils stay safe. Any incidents of victimisation are dealt with sensitively and firmly. The pupils spoken to on the inspection understood the importance of maintaining a healthy lifestyle and the very good teaching in physical education contributes well to this. The good levels of attendance as well as the comments made by pupils and parents indicate a high level of enjoyment.

'The headteacher and staff are passionate about inclusion'. This was a comment made by a teacher during the inspection. Parents also reinforced this view. 'Eardley is very inclusive and has an open and friendly atmosphere'. This has been borne out by the inspection.

Since the headteacher has returned from secondment the pace of change has increased and immediate action has been taken to address weaknesses. The new deputy headteacher has also had a positive impact on raising standards. For example, the school identified the need to improve the monitoring of pupil progress last term. A new system has been established very quickly which is used well in all classes.

Communication is very good and the leadership team have established a high commitment from their staff. All staff want to learn and improve in order to do better by their pupils and the school is well-placed to achieve this.

## What the school should do to improve further

- accelerate the progress in mathematics by providing more opportunities to practice mathematical concepts in different contexts and planning better to address the pupils' gaps in understanding
- review the way teaching assistant support is deployed to make sure that pupils meet their individual academic targets.

## Achievement and standards

### Grade: 3

Progress in the Foundation Stage is satisfactory overall. Pupils enter nursery with low levels of skills in most areas. They do not make as much progress as they could as they do not have sufficient opportunities for self-directed play. Sometimes the voices of adults predominate and this distracts the pupils from the tasks. In reception the pupils make good progress in communication, language and literacy as result of the effective way that they are taught to read, especially in learning about the sounds of letters (phonics).

Although standards are below average in Key Stages 1 and 2, achievement is improving. This is evident in the good progress made in English, mathematics and science although the progress of Year 6 pupils remains a concern. There is a legacy in this year group of high mobility with pupils who have missed significant amounts of school. The school has reintroduced additional support to address this problem and some positive impact is beginning to show in the pupils' work although there is a long way to go to ensure these pupils reach their potential.

## Personal development and well-being

### Grade: 1

The pupils' behaviour is very good and children are encouraged to appreciate the importance of their relationships with others. They show great understanding of other cultures and the harmony and tolerance within the school community is outstanding. The excellent work done to improve the pupil's self-esteem is evident in the confidence and enthusiasm shown when discussing their work.

The vast majority enjoy coming to school and the work they do in lessons. Pupils feel confident to talk with their teachers and others when they have concerns about their personal safety. The school council members show considerable maturity in the way they address issues of concern and they make an important contribution to school improvement. Attendance has improved since the last inspection, though punctuality is still a focus for attention.

## Quality of provision

### Teaching and learning

#### Grade: 3

The leadership team have ensured that, through good induction and training, teaching is of a consistently sound quality and has some important strengths, for instance, in the effective work of specialist teachers in dance, music and PE.

The teachers have a good knowledge of their subjects. They are conscientious and plan lessons in considerable detail to address the full range of needs and abilities in their classes. Considerable efforts are made to ensure that lessons are interesting and motivating for the pupils. Any weaknesses in teaching lie in mathematics lessons where there is an overemphasis on covering all the aspects of the programmes of study rather than a focus on what pupils need to learn next.

In classes where support staff are well-directed the pupils make good progress. However, this is not consistent practice; too often their time is not well used particularly during the whole-class teaching sessions and this limits their impact. Where teaching assistant support is focused on improving the achievement of pupils with learning difficulties or disabilities, it is effective. The provision for pupils learning English as an additional language ensures that these pupils can participate fully in lessons.

### Curriculum and other activities

#### Grade: 2

The school provides a particularly rich curriculum in the creative arts which leads to particularly high standards. Subject co-coordinators have started to develop a more secure progression of skills called 'learning ladders' and these are very useful to help teachers plan the next steps of learning. A good emphasis is placed on pupils' enjoyment of lessons and topics are chosen to appeal to their ages, interests and backgrounds. The pupils benefit from the very good resources for information and communication technology which are used consistently across the school.

### Care, guidance and support

#### Grade: 2

The pupils' safety and well-being is uppermost in the school's mind and these responsibilities are discharged well. For example, a pupil commented,

'I have another job to do in school. I have to help someone in my class because she hasn't got any friends'. A parent also said 'I particularly like the way that the older pupils are encouraged to help the younger ones'. This high level of care pervades all the work of the school.

A teacher told us that the high levels of movement in and out of classes helped the pupils become very tolerant and she was right. They are sad when their friends leave but glad to welcome new children.

Pupils who are vulnerable are given the right help to sort problems out and parents and other agencies are galvanised into action as appropriate.

One pupil had written in their book 'I enjoyed this work because it was hard'. However, pupils are not regularly required to reflect on their own work and marking in pupils books does not always give enough guidance about what pupils need to do to improve.

## **Leadership and management**

### **Grade: 2**

The headteacher has created a new leadership team who are very effective and proactive in raising achievement. They have established better approaches to checking the progress of pupils and reviewing the quality of lessons. They know the strengths and weaknesses of the school well and their evaluation of its effectiveness is very accurate.

Subject leaders are doing a good job of supporting teaching and evaluating outcomes. The governing body is well-informed and make good decisions based on a secure understanding of the school. They listen carefully to parent's views and cast a critical eye over developments. Parents are encouraged to give feedback to the school which is acted on and their views are valued.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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?	1
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>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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.

## 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	3
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**

We really enjoyed our visit to your school. Thank you for talking to us. Everyone is working very hard to make sure you all do as well as you can. Now the headteacher is back the school has made more changes and we were delighted to see that most of you had met your targets last half-term. We think that you do well in nearly all of your subjects but some of you have gaps in your understanding of mathematics. We have asked the school to focus more on this and you all need to work hard if you have missed school to make sure you catch up.

Some of the things we liked about you school are:

- you enjoy lessons and work hard
- many of you have made a lot of progress particularly in the way you speak and listen
- the use of computers helps you learn
- your music and dance lessons are taught very well
- the staff make lessons interesting

We were very pleased, to see how well you all get on together and sort out problems by talking with your friends and the staff. We noticed how often you have to say goodbye to friends and welcome new classmates. You do this very well and this helps everyone feel included.

Thank you for being so polite during the visit. I hope that you continue to enjoy your learning. Please thank your parents for the many very helpful comments they made on the questionnaires.

With all best wishes for the future,

Ann Berger HMI