

Eltham Church of England Primary School

Inspection report

Unique Reference Number	100167
Local Authority	Greenwich
Inspection number	307313
Inspection dates	10–11 June 2008
Reporting inspector	Michael Merchant

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	310
Appropriate authority	The governing body
Chair	Father John Neal
Headteacher	Miss M Whitney
Date of previous school inspection	7 June 2004
School address	Roper Street Eltham London SE9 1TR
Telephone number	020 8850 1528
Fax number	020 8294 0896

Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. Most pupils are of White British heritage but a large proportion of pupils are from a variety of ethnic minority backgrounds, mainly Black or Black British - African heritage. Seven percent of pupils have English as an additional language. The proportion of pupils eligible for free school meals is average. The proportion of pupils identified with learning difficulties, mainly speech and language difficulties and autism, is also average, but the percentage with a statement of educational need is lower than nationally.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school with many excellent features. Parents endorse this. They attach a high priority to education, and encourage and support their children. As one parent said, 'All the children are encouraged to work to their highest potential and are rewarded accordingly.' Pupils are proud of their school and enjoy it greatly. The headteacher, ably supported by her senior team, provides strong leadership. She inspires and supports staff and pupils to get the best out of themselves and others.

Pupils join the school in Reception with attainment that is below average. By the end of Year 6, standards have risen considerably. They have been significantly above average in national tests for the last five years. This represents outstanding progress from their starting points. In 2007, the school was in the top 1% of schools nationally for the progress made by pupils from Year 1 to 6.

Pupils' personal development is outstanding. Staff have created a school in which all pupils get on well together. A very positive atmosphere permeates the school. Relationships are exceptionally strong. Teachers and support staff work very effectively to meet pupils' specific needs.

Teaching is outstanding and makes a significant contribution to pupils' high achievement. Teachers have very good subject knowledge, give clear explanations and plan their lessons well. Pupils play their full part too. They come to school ready to learn and are eager to contribute to lessons. Their exemplary behaviour means that lessons are rarely disrupted and can be conducted at a good pace and in a positive climate.

The carefully planned curriculum ensures that learning is meaningful and fun. There is an emphasis on celebrating aspects of a wide range of cultural traditions in school. This makes a good contribution to pupils' spiritual, moral, social and cultural education, which is excellent. However, not enough use is made in classrooms of information and communication technology (ICT) to help pupils learn. All pupils, at whatever level of ability or need, are very well cared for and guided watchfully through the school and beyond. Teachers use assessment criteria skilfully to encourage learning, to analyse and improve performance, and to set challenging targets for individual pupils.

The headteacher and her senior team rigorously monitor all areas of the school's work and this results in improvements to teaching, learning and the standards achieved by learners. Governors hold the school to account well for its work. The school uses its resources and accommodation imaginatively and efficiently and offers outstanding value for money; but in places, the school's accommodation is cramped. This prevents some teachers planning for activities that more fully involve pupils, such as group work.

There is a strong sense of teamwork and pride in what has already been achieved. The school knows exactly what to do further to sustain its excellence and so the capacity to further improve is outstanding.

Effectiveness of the Foundation Stage

Grade: 2

Progress in the Foundation Stage is good and children are working close to expected levels by the time they start Year 1. Children get off to a strong start in the Foundation Stage because

trusting, supportive relationships and clear routines are quickly established. They benefit from good teaching and learning and enjoy a varied curriculum. Successful induction procedures help children to settle quickly. Effective planning and selective use of resources provide children with good opportunities to learn, both formally with their teachers or through well-focused play activities. However, the school lacks a covered area for outside use and there are insufficient resources for the children to improve their climbing and physical skills.

What the school should do to improve further

- Make greater use of ICT across the curriculum to further pupils' learning.

Achievement and standards

Grade: 1

The progress pupils make from entering the school in the Reception class until the end of Year 6 is outstanding. The good progress found in the Foundation Stage continues into Years 1 and 2, where standards overall are just above average. Due to outstanding teaching, careful tracking of progress and a strong emphasis on literacy and numeracy, pupils' progress accelerates in Years 3 to 6. Standards are significantly above average and have been for the past five years. The rate of improvement in standards has been much faster than that seen nationally. The standards attained by the most able pupils are particularly high. The achievement of all groups of pupils is outstanding, placing them in the top 1% of schools in the country for the progress they make. There is very little difference in the progress made by the various groups of pupils in the school. This is because the school works very effectively to support pupils with learning difficulties and those who enter the school with particularly low levels of attainment. These pupils also make outstanding progress.

Personal development and well-being

Grade: 1

The outstanding development of pupils' personal skills and their excellent attitudes and behaviour are important reasons why they make such rapid progress in their learning. Pupils' outstanding spiritual awareness reflects the school's promotion of its Christian ethos. There is a strong sense of community within the school. One pupil said, 'We all belong together here'. Pupils have a very good understanding of the need for rules and know how to keep themselves safe. They have a mature appreciation of healthy lifestyles. An exceptionally high level of enjoyment is evident in lessons, and pupils say that they especially like the school's residential visits and clubs. Attendance and punctuality are good. Pupils take responsibility for themselves and others as they choose and manage their own lunch and as they act as 'buddies' to help younger pupils settle to school. They make an excellent contribution to the school community as members of the school council and as they act as playground monitors. By the time they leave, pupils' above average literacy and numeracy and their outstanding personal skills mean they are equipped exceptionally well for the next phase of their education and beyond.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. Sustained challenge and high expectations enable pupils to achieve above average standards and make exceptional progress. Lessons are

fast paced and fun. One parent wrote, 'My daughter especially loves Forest School, the school's nature area, which I think is a great addition to their education.' Teaching is lively, tasks and concepts are clearly explained and activities are carefully designed to challenge the pupils to learn at a swift pace. Pupils' levels of enjoyment and motivation are high because there is mutual respect between teachers and pupils. Praise is used extensively to motivate pupils. Teachers take care to ensure that pupils know exactly what is expected of them and what they need to do to improve. Teaching assistants are very effective in their work. All pupils, whatever their learning needs, are fully included in the activities and this has a positive effect on achievement and personal development.

Curriculum and other activities

Grade: 2

The good curriculum contributes positively to pupils' learning. The school ensures that learning is meaningful because it carefully plans themes with strong links between subjects. The development of basic skills, particularly numeracy and literacy is a particular focus of the school's work. Provision for ICT across subjects has been hindered by a lack of equipment and has made a limited contribution to pupils' high achievements. Pupils value the diversity of their community because there is an emphasis on celebrating multi-cultural and cultural aspects in school. This makes a strong contribution to pupils' spiritual, moral, social and cultural education. Visits and visitors significantly enhance pupils' understanding of the wider world. The school provides pupils with a wide variety of sporting activities as part of the school day. These, together with well supported creative and educational activities outside the normal school day make a valuable contribution to pupils' learning, their levels of enjoyment and their personal development.

Care, guidance and support

Grade: 1

Parents agree that children are looked after very well. Procedures to identify pupils' learning needs or those who may be vulnerable or distressed are very effective. The school then ensures that a good range of support is put in place to meet these different needs. Teaching assistants are deployed very effectively to support pupils, especially those with learning difficulties. There are very effective links with parents and access to a range of other local agencies should the need arise. Careful attention is paid to health and safety and child protection issues. Pupils are given very clear practical advice on how well they are doing and what they need to do to become even better. The excellent use of assessment information is an important reason for the high standards and exceptionally good progress that pupils make. Pupils are set clear learning targets, which are well displayed and reviewed regularly. Pupils confirm that these are helping them to improve and also how much their parents' knowledge of their targets helps to secure support from home.

Leadership and management

Grade: 1

The skill and vision of the headteacher in promoting the clear ethos of the school and in securing the commitment of all staff in the drive to raise standards underpins pupils' outstanding progress. The school improvement plan is comprehensive and shows clearly how improving the effectiveness of leadership, and teaching and learning is at the heart of its work. The headteacher and governors have skilfully appointed and retained a knowledgeable and enthusiastic staff

team. Senior leaders work effectively to improve the quality of teaching and its impact on pupils' learning. The responsibilities of middle managers have recently been reorganised to include leadership of the new curriculum teams. This is an innovative initiative, and leaders are responding enthusiastically to these new challenges. The school has an accurate view of its work, although several of the judgements in the school's self-evaluation are too modest. Governors support and encourage the school well and are beginning to analyse deeply the reasons why it does so well.

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Annex A

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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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 2008

Dear Pupils

Inspection of Eltham Church of England Primary School, London, SE9 1TR

Thank you all for the warm welcome you gave to your inspectors when we visited your school recently. We enjoyed meeting and talking to you. Eltham Church of England Primary School is an outstanding school. It has many excellent features and we know you are very proud of it.

Here are some of the good things about your school.

- You make outstanding progress in your lessons and results in national tests are far higher than in most schools. Your results are getting better and better.
- Your behaviour is excellent and you get on well with your fellow pupils. Eltham is a well ordered school and you look after each other.
- You show a great enjoyment in your learning and know a lot about the importance of staying healthy and keeping safe.
- Teaching is excellent and your teachers are very skillful and concerned to make sure that you do as well as you can.
- The care, support and guidance that the school offers you is outstanding and it means that everyone can do well.
- Your headteacher and other senior staff are excellent leaders and know exactly how to make Eltham Church of England Primary School even better.

What we have asked your school to do now.

- Give you more opportunities to make use of computers in your lessons so that your learning will be even better.

Thank you once again for making such a helpful contribution to the inspection. We enjoyed watching you learn.

Yours sincerely

Michael Merchant

Lead Inspector