

Durand Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 100635 |
| Local Authority | Lambeth |
| Inspection number | 307429 |
| Inspection dates | 16–17 January 2008 |
| Reporting inspector | Linda McGill HMI |

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

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| Type of school | Primary |
| School category | Foundation |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 860 |
| Appropriate authority | The governing body |
| Chair | Mr J Davis |
| Headteacher | Mr M McLaughlin |
| Date of previous school inspection | 29 September 2003 |
| School address | Hackford Road Stockwell London SW9 0RD |
| Telephone number | 020 7735 8348 |
| Fax number | 020 7793 0605 |

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|--------------------------|--------------------|
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Durand is much larger than most primary schools. It occupies two sites, about five minutes' walk apart. Well over three quarters of the pupils are from Black African and Caribbean heritages and others are from a wide range of ethnic backgrounds. Although many speak English as an additional language, most do so fluently. The proportion known to be eligible for free school meals is much higher than average, as is the proportion identified as having learning difficulties and/or disabilities. The pupils' attainment on starting school is generally lower than that of a typical three-year-old. Every year a substantial proportion of the staffing complement comprises newly qualified teachers. The school has impressive sporting facilities that are extensively used by the local community. It also offers subsidised accommodation to teachers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Durand's overall effectiveness is outstanding. The pupils get off to a flying start in the Foundation Stage and continue to make excellent progress across the school. At the age of eleven, they reach good standards in their work and their achievement is outstanding. This, together with their outstanding personal development, means that the pupils are extremely well prepared to move on to their next school and continue to learn.

Senior leaders and governors give strong direction to the school's work. The school is passionate about raising standards and everything that is done or planned has this goal at heart. It shows in the high expectations that the school has both of the staff and the pupils. Consistency is the school's hallmark. New teachers are left in no doubt about how they should approach their work and, more importantly, are given good support and guidance to help them live up to the school's expectations. Pupils know exactly what to expect in lessons and what is expected of them in return.

The pupils behave impeccably. Even when they think they are unobserved, they walk smartly and with pride. There is great mutual respect between pupils and between pupils and adults. Attitudes to learning are excellent and pupils apply themselves readily to their tasks. This is a significant contributory factor to their excellent progress. Pupils are fully committed to healthy living and thoroughly enjoy their appetising organic school lunches.

The quality of teaching and learning is good, overall, and outstanding in the Foundation Stage. Teachers consistently expect the best of their class and in return, the pupils work hard and take care, presenting their work beautifully. The teachers check each pupil's progress regularly and meticulously and set challenging targets that are discussed and agreed with the pupils and their parents. Targets for attendance form part of this discussion. Although attendance levels have improved since the last inspection, they are still below the national figure. The curriculum makes a strong contribution to the development of pupils' skills in English, mathematics and science. However, opportunities to discuss, debate, express opinions and develop thinking aloud are infrequent. Information and communication technology (ICT) is insufficiently used to enhance learning across a range of subjects. The school cares a good deal about the pupils' academic progress and takes effective steps to ensure their welfare is promoted.

There is a great contrast between the two sites that make up the school. The Mostyn Gardens building is shabby and in urgent need of repair to bring it up to the standards of the Durand site. A number of parents are justifiably annoyed at the length of time it has taken to deal with legal matters about the site. This has been beyond the school's control. The school has shown through its innovative developments at the Durand building that it has the vision and drive to make the necessary improvements.

Effectiveness of the Foundation Stage

Grade: 1

Pupils make excellent progress in the Foundation Stage and, by the time they start in Year 1, many have achieved or exceeded the goals that are expected for their age. This is because teaching is outstanding and the staff have a very good understanding of the best ways to promote the pupils' learning and their personal development. There is an appropriate balance between carefully planned and structured activities and those that allow pupils to make decisions for themselves. Many exciting opportunities for independent learning are provided.

What the school should do to improve further

- Raise attendance levels.
- Provide more opportunities for pupils to discuss, debate and express opinions.
- Incorporate the use of ICT more frequently into other subjects.

Achievement and standards

Grade: 1

The pupils' achievement is excellent. Pupils build well on their excellent start in the Foundation Stage and make good progress across Key Stage 1. The school's results in national assessments for seven-year-olds were in line with national figures in 2007 and have risen steadily over the past three years. However, few pupils reach higher levels. Pupils make exceptional progress in Key Stage 2 and this puts the school in the top two per cent in the country. In last year's national tests, nearly every pupil reached the expected level in science. Results in mathematics were well above the national figure, and were above it in English. In contrast with Key Stage 1, a good proportion of pupils reached a higher level; over half did so in science. Pupils who speak English as an additional language and those who have learning difficulties or disabilities also make excellent progress and do much better than their counterparts nationally.

Personal development and well-being

Grade: 1

Pupils' very positive attitudes towards learning and excellent behaviour contribute to their outstanding personal development and well-being as well as their academic progress. Pupils enjoy coming to school. One pupil said, 'I like coming because it's fun and I know I'm going to learn something new.' Pupils in Year 6 said that they will be sad to leave when they move on to secondary school. Pupils appreciate and take seriously the opportunities they have to take on responsibility and contribute to the school community. For example, older pupils serve the salads and water in the dining hall at lunchtimes and look after younger pupils in the playground. However, they have more limited opportunities to contribute their opinions on how to make the school even better. Pupils' social and moral development is excellent. Relationships between pupils and adults and amongst the pupils themselves are extremely good because teachers make explicit their very high expectations. Classes move about the school in a calm and orderly manner and pupils are proud to model the behaviour teachers expect. Pupils feel very safe in school and know how to keep themselves safe outside school. They are confident that adults act swiftly and take action when there are problems. Pupils are developing a secure understanding of different cultural and religious traditions and as a result, the school is a welcoming and friendly place.

Attendance is below the national figure but is in line with that of similar schools. The high standards that pupils reach in English and mathematics and their strong social and moral skills prepare them very well for their future lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good, overall, with some that is outstanding. Good attention is paid to teaching basic skills in English and mathematics. The teachers' good subject knowledge

enables pupils of all abilities, and those who are learning English to make good progress in lessons. Teachers use their detailed knowledge of how well pupils are doing and what they need to learn next to plan tasks and activities that are well matched to pupils' needs. Pupils listen well in lessons and respond to the teachers' high expectations by working hard and presenting their work well. Teachers' marking is thorough. It provides good feedback and detailed guidance to pupils to help them to understand what they have done well and what they need to learn next. The school's approach to planning, teaching and managing the pupils' behaviour is consistently implemented in all classes. However, lessons do not frequently include occasions for the pupils to engage in discussion and debate to extend their knowledge and understanding.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and planned well to reflect the wide-ranging needs of the pupils. There is a strong focus on English, mathematics and science, but the curriculum for ICT is not so prominent. The curriculum is effective in promoting pupils' personal development. Visitors to school and visits by pupils to places of interest within the community enrich the curriculum and extend pupils' horizons. The well-attended after-school club provides pupils with a suitable range of activities including football, music, French and art as well as further chances to use the superb climbing equipment. A 'SATs' club provides additional support for pupils in Year 6 as they prepare for their tests. The school has a swimming pool and pupils from Year 1 onwards have swimming lessons every two weeks.

Care, guidance and support

Grade: 2

The attention to detail and consistency of approach evident in other aspects of the school's work are clear in the care that is taken over the pupils' welfare.

The school ensures that risk assessments and health and safety checks are regularly undertaken on what is a complex site. Arrangements for protecting and safeguarding children are robust and well known. The school moves quickly to work with outside agencies to provide support for vulnerable pupils should the need arise. Although the school has clear procedures for promoting attendance and punctuality and for following up absence, their impact on improving attendance has been slight.

The way pupils' academic progress is promoted is exemplary. Pupils have clear, specific targets to aim for. Pupils, parents and teachers regularly review the targets and agree what will happen both at school and home to make sure that progress is as swift as it should be.

Leadership and management

Grade: 1

The school's leaders believe passionately that the pupils should achieve of their best during their time at Durand. The school's results highlight how successful they have been in ensuring that this happens. The school has improved, grown in size and developed a good deal since it was last inspected and there are ambitious plans for further innovation in the pursuit of excellence. The school's successes so far indicate that there is excellent capacity for further improvement. All members of staff are highly committed to the school and this shows itself in

the consistency with which the school's policies and procedures are implemented. The approach to self-evaluation is rigorous and the school regularly commissions independent evaluations of aspects of its work, for example, its assessment procedures and the induction and support arrangements for new staff. Newly qualified teachers are given a good start to their careers. The school's procedures are rigorous, thorough and supportive. Governors actively support the school and help shape its direction.

The school is a significant presence in the local community. Some three hundred parents are members of the health and fitness club and well over two hundred pupils attend the subsidised after-school club each day.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| 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

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|---|-----|
| 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 | 1 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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| 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

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|---|---|
| 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 | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 1 |
| 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 | 1 |

The quality of provision

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|--|---|
| 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? | 2 |

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

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| 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 | 1 |
| 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

25 January 2008

Dear Pupils

Inspection of Durand Primary School, London, SW9 ORD

Thank you very much for the warm welcome that you gave me and the other inspectors when we came to your school recently. We really enjoyed seeing you at work and play and we were glad to talk to you about what it is like at Durand Primary School. We also really enjoyed our lunches!

We found that your school is outstanding. This means that it does many things very well indeed. For example:

- you make excellent progress right from the start; this means that when you leave Durand, you have reached good standards in your work
- your behaviour is exemplary; (that means it would be very difficult to be better) we also thought that you work very hard and present your work beautifully
- your headteacher and all the staff are always working to make sure that you achieve as well as you can.

Part of an inspector's job is to find things that could be done better. This is what we have asked the teachers to do:

- make sure that everyone comes to school as often as possible
- give you more chances to talk about things, have discussions and share ideas
- make sure that you have more chances to use computers in lessons.

You can help with all of these things. Ask your parents to make sure they bring you on time to school every day when you are not ill. Even though you are already doing very well, we think that if you continue to behave well, work hard and come to school every day, you could do even better. The sky is the limit!

With best wishes

Linda McGill

Her Majesty's Inspector