

Drew Primary School

Inspection report

Unique Reference Number	102717
Local Authority	Newham
Inspection number	308097
Inspection dates	12–13 March 2008
Reporting inspector	Nick Butt

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	449
Appropriate authority	The governing body
Chair	Mr Denis Shea
Headteacher	Ms Caryn Metzger
Date of previous school inspection	7 July 2003
School address	Wythes Road Silvertown London E16 2DP
Telephone number	020 7476 1727
Fax number	020 7474 6468

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large inner city school with a Nursery. More than two thirds of pupils are from a range of different minority ethnic backgrounds, the largest group being Black African. Almost half the pupils come from homes where families speak an additional language to English. The percentage of pupils eligible for free school meals is very high. Over a quarter of pupils have learning difficulties or disabilities, which is above average. Most of these are moderate learning or social and emotional difficulties. A large number of pupils join and leave the school outside normal times. The school is part of an Excellence-in-Cities cluster, working in partnership with local schools to raise standards in basic skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is providing an improving education for all its pupils. The headteacher and senior leaders have a clear vision for raising achievement and have put in place measures that are having a beneficial impact on provision and standards. A trend of declining achievement has been reversed, and while standards are low, all pupils make at least satisfactory progress in relation to their low starting points. In Year 6, consistently good teaching means that pupils achieve well and are making rapid progress. Effective support for teaching in other year groups has led to more lessons that are good or better, with more excitement for pupils, greater involvement in their learning and higher levels of challenge. However, too many lessons are still only satisfactory, where the pace could be quicker and where pupils are not always clear what is expected of them.

Pupils' personal development and well-being are good. They behave well and show respect for one another, embracing the school's rich cultural diversity. Pupils have a good understanding of making healthy choices and say they feel safe at school. They appreciate the school's consistent system of rewards and sanctions, believing that staff are fair and listen to their point of view. One pupil said, 'We need fun things but we also need to learn hard things to get a good job.' Pupils make a good contribution to the school community as school councillors, peer mediators and playground buddies. While many pupils do not fully acquire the expected basic skills by the time they leave the school, they grow in confidence and independence and are looking forward to the next stage of their education.

The school provides a satisfactory curriculum that is enriched well with visits, visitors and extra-curricular activities. These, such as regular sessions of African drumming and dance, contribute greatly to pupils' enjoyment of school and their good personal development. Pupils have some opportunities to extend their learning through applying their skills in a range of subjects, but this work is at an early stage. The school has recently changed the way it provides academic guidance to pupils so they are now more aware of their individual targets. Care, guidance and support are satisfactory overall, with good pastoral care provided, especially for pupils with emotional and behavioural difficulties.

Senior leaders monitor the work of the school closely and form accurate opinions about its performance. Teachers are held accountable for the progress of their pupils and good systems are in place to track how well individuals are doing. Appropriate support is provided for any who show signs of falling behind. Subject leaders are taking increasing responsibility for raising standards and achievement, and produce well-crafted plans to guide their work. Governors are active in supporting the school and are beginning to ask searching questions about aspects of its performance. The school has made satisfactory progress since its last inspection and is steadily improving. It has a satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

The staff work well together as a team and provide a calm environment for the children. There are good opportunities for the children to explore equipment and use tools and materials independently. Adult-led tasks are purposeful and planned well. However, activities chosen by the children lack a clear learning focus, which makes it difficult to assess how well they are doing. Staff are trying to make the curriculum provision more flexible for both the indoor and

outdoor learning, but the pace at which this is evolving is too slow. It lacks the creativity and flair to accelerate and stimulate greater interest in learning.

What the school should do to improve further

- Raise standards and achievement in English, mathematics and science by giving pupils more opportunities to apply their basic skills in all areas of the curriculum.
- Improve teaching so that more lessons are good or better.
- Develop a more creative and imaginative curriculum in the Foundation Stage for both indoor and outdoor learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the Nursery with very low skills and abilities in all areas of learning. Progress is satisfactory because the provision is appropriate to meet their needs, but they leave the Reception class not yet meeting the expected early learning goals for their age. Pupils continue to make satisfactory progress in Years 1 to 6. Overall, standards remain low, but the current Year 2 and Year 6 pupils are on course to meet more challenging targets. An emphasis on improving opportunities for pupils to experience guided reading has helped to raise standards and achievement in reading this year, and the improved teaching means that pupils are no longer falling behind in their work. The school accepts that more needs to be done to raise standards, and its targeting of individual pupils for additional support is helping to bring this about. Pupils with moderate learning difficulties make satisfactory progress, and the behaviour of pupils with emotional and social difficulties is managed well so that they too can achieve satisfactorily. The clear, structured support for pupils learning English as an additional language also enables them to make satisfactory progress.

Personal development and well-being

Grade: 2

Good spiritual, moral, social and cultural development means that the pupils work and play together well. Pupils are keen and enthusiastic about their learning. The behaviour in and around the school is good. One pupil said, 'What is special about this school is that you are trusted by your teacher to go and work quietly in the library on your own where it is peaceful and quiet.' Pupils know that they can go to any adult if they have a worry and that something will be done to help them. Pupils' attendance is satisfactory and improving. Pupils have a deep understanding of living healthily and maintaining a balanced diet. They take plenty of exercise. The pupils elect their school councillors democratically and have a real say in what goes on in school. They are particularly conscientious in organising competitions and fundraising activities. The pupils make a good contribution to their community through projects with art organisations, alongside many sporting activities. Increasingly, the school is giving the pupils a satisfactory range of skills that prepares them for a life of learning as they develop positive attitudes and a sense of pride in all their achievements.

Quality of provision

Teaching and learning

Grade: 3

Improved rates of progress, as seen in teachers' assessments of pupils' performance, show that teaching is improving. Lessons are conducted at a good pace that captivates the pupils' interest. They are given plenty of opportunities to share ideas with one another. Lively and enthusiastic use of role-play by teachers and teaching assistants promotes excitement and a wider range of interesting vocabulary to help pupils in their writing. For example, pupils in Year 4 watched as the adults role-played the part of refugees, only able to choose two treasured possessions to take with them into exile. In some classes, the pace of learning is too slow and the explanation of the tasks is not always clear enough. The marking of work has improved and now helps the pupils to be more aware of how well they are doing towards achieving their individual targets. Teaching assistants make a valuable contribution to pupils' learning, which enables them to make satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the needs of pupils with moderate learning difficulties and those who speak English as an additional language. However, for other pupils, they do not have sufficient opportunities at present to apply their basic skills in different subjects across the curriculum. Information and communication technology is playing an increasingly important part in the curriculum as teachers make good use of the equipment available to them and pupils in Years 5 and 6 have their own laptops to aid their learning.

The school places strong emphasis on enhancing pupils' learning experiences through a range of additional activities within and beyond the classrooms. For example, links with the University of East London enabled pupils to explore local history through an archaeological project on the shore of River Thames. Activities, such as choral singing in Queen Elizabeth Hall and the display of the 'Language of Flower' show at Tate Britain, enrich pupils' learning well in music and art, and enhances their enjoyment of school.

Care, guidance and support

Grade: 3

The school is welcoming and has a harmonious atmosphere that provides a good quality of pastoral care. It works closely and effectively with a wide range of outside agencies to ensure that the behavioural, emotional and social needs of all pupils are met well. The school has consistent and clear systems for rewarding and promoting good behaviour. A revised assessment system has recently been put in place to set individual targets for pupils. This is beginning to show some positive impact on pupils' achievement, as they now know their learning targets and have begun to evaluate their own progress.

Leadership and management

Grade: 3

The headteacher is ably supported by the deputy head and assistant headteacher in focusing on raising standards and achievement. They have introduced successful systems to improve behaviour management and the good curriculum enrichment is having a positive impact on pupils' personal development and well-being. Thorough monitoring of teaching, with effective coaching and support to tackle any weaknesses, has meant that increasingly, more lessons are good or better. The impact of these changes is not yet evident in published test results, but current standards are rising, especially in Year 6, where the teaching is consistently good. Parents are supportive of the school's work. One spoke for many in writing, 'My child enjoys going to school and is always learning new things.' Subject leaders are knowledgeable about their areas and regularly check planning and pupils' work. Governors take a keen interest in the school's performance and attend regularly to monitor its work, although they do not currently keep a written record of their visits.

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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?	3
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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

28 March 2008

Dear Pupils

Inspection of Drew Primary School, London, E16 2DP

Thank you very much for making us so welcome when we visited. We think your school is satisfactory and getting better all the time. You behave well and care for one another. The school council is doing a good job in making lunchtimes more fun. There are plenty of clubs for you to enjoy. We loved watching your drumming and dancing and could see how much you enjoy school. The school looks after you well and gives you the help you need.

We think standards could be higher in English, mathematics and science. We would like to see you using your writing and numeracy skills more in other subjects apart from English and mathematics. We want all your lessons to be good, so that you make good progress in your learning. The youngest children settle into school well. We have asked their teachers to make the activities really interesting for them, so that they learn quickly.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely,

Mr N Butt

Lead Inspector