

# Selwyn Primary School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 135124         |
| <b>Local Authority</b>         | Waltham Forest |
| <b>Inspection number</b>       | 319611         |
| <b>Inspection dates</b>        | 8–9 May 2008   |
| <b>Reporting inspector</b>     | Mary Summers   |

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 category</b>                    | Community                          |
| <b>Age range of pupils</b>                | 3–11                               |
| <b>Gender of pupils</b>                   | Mixed                              |
| <b>Number on roll</b>                     |                                    |
| School                                    | 632                                |
| <b>Appropriate authority</b>              | The governing body                 |
| <b>Chair</b>                              | Mrs Ann Billett                    |
| <b>Headteacher</b>                        | Mr Robert Highsted                 |
| <b>Date of previous school inspection</b> | Not previously inspected           |
| <b>School address</b>                     | Cavendish Road<br>London<br>E4 9NG |
| <b>Telephone number</b>                   | 020 8527 3814                      |
| <b>Fax number</b>                         | 020 8523 3230                      |

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|--------------------------|--------------|
| <b>Age group</b>         | 3–11         |
| <b>Inspection dates</b>  | 8–9 May 2008 |
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

This larger than average school was created by the amalgamation of Selwyn Infant and Junior Schools in April 2007. The school serves a socially diverse area with a higher than average proportion of pupils entitled to free school meals. More than half the pupils come from a wide range of ethnic minority groups and the remainder are from White British families. More than a third of the pupils have learning difficulties with the majority of these displaying moderate learning difficulties or behaviour problems. Over a quarter are learning English as an additional language. Both these figures are higher than average. The school is part of a local federation of primary schools. It has won a number of awards, including Healthy Schools, Activemark and an International Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Selwyn Primary School provides pupils with a satisfactory level of education. Some aspects of the school's work are good, including the care and support offered to make pupils feel safe and secure. A stimulating curriculum has a positive impact on pupils' academic and personal development. Pupils thoroughly enjoy the wide range of opportunities offered to help them grow into responsible and polite individuals who understand the importance of good relationships and teamwork. They know how to keep fit and healthy. Pupils are confident in dealing with bullying although they say that this happens rarely. They contribute a great deal to their school community. This prepares them well to become responsible citizens of the future.

Pupils begin school at levels that are often below those expected nationally. Many are in the early stages of learning English. By the time pupils leave the school, standards are average and achievement is satisfactory. Pupils with moderate learning difficulties receive effective support and achieve well. More able pupils however often find the work too easy and do not achieve as well as they should.

Teaching is satisfactory overall, and there is some good and outstanding teaching across the school. Relationships between pupils and teachers are strong and contribute much to the pleasant atmosphere for learning.

Pupils, parents, staff and governors have worked together extremely well over the past year to ensure a smooth transition from being two separate schools to being a full primary. Senior leaders are developing their roles and have begun to introduce new programmes to improve teaching and learning. They are not yet evaluating these strategies however, to check how well they are working. The school has a reasonable view of its own performance although it is rather generous in some of its judgments. Assessment data is analysed to highlight individual underachievement. However it is not analysed closely enough to highlight groups who are not making enough progress, for example the more able pupils. Nonetheless, the school shows a satisfactory capacity to improve in the future.

## Effectiveness of the Foundation Stage

### Grade: 3

Children quickly settle into the Nursery and begin to take a full part in all the interesting activities offered. They enjoy a good balance of adult-led and child-initiated opportunities. Teaching is satisfactory, but there are limitations to the curriculum caused by lack of space in classrooms and the distant location of the outside play area for Reception. Creative development is particularly affected, especially children's opportunities for independent activities.

Staff keep careful records of the children's progress but this information is not analysed well enough to check the progress of different groups. Although leadership and teamwork are developing well, the Foundation Stage team is a new one and the impact of recent initiatives has yet to be seen in any sustained way.

## What the school should do to improve further

- Accelerate the progress of the more able pupils by providing more challenge in lessons to ensure that a greater proportion reach higher levels in the national tests.
- Use assessment information more effectively to track the progress of different groups of pupils and the success of new initiatives.

- Strengthen monitoring, evaluation and school improvement planning to ensure that there is a clear direction for the school's development.

A small proportion of 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 get off to a good start in the Nursery, quickly extending their communication and personal skills and taking a full part in all the activities offered. Progress is satisfactory in Reception but by the end of the year, most children are still below the levels expected for their age in all areas of their learning.

By the end of Year 2, standards in literacy and numeracy are below national expectations. However, the introduction of new teaching strategies is beginning to have an impact on pupils' progress in Years 1 and 2. By the time pupils leave the school, standards are average and achievement is satisfactory. Pupils make good gains in their learning in Year 6 where the teaching is especially effective. Throughout the school, pupils with moderate learning difficulties do well because of the support given to them in class by teachers and assistants. However, the levels of challenge for the most able pupils are not always high enough and this hinders their progress. Pupils learning English as an additional language make satisfactory progress throughout the school.

## **Personal development and well-being**

### **Grade: 2**

The six 'Selwyn rules' establish a strong basis for pupils' good personal development. Attendance rates and punctuality are average and improving because pupils enjoy school. Their spiritual, moral, social and cultural development is good. They have excellent relationships with adults and with one another. They are friendly, polite and confident. Their behaviour is good.

Pupils demonstrate an excellent awareness of safe practices. Pupils in Years 5 and 6 are trained in first aid for example and Year 2 pupils are very conscious of safety in the playground. They know how to keep fit and healthy by eating a balanced diet and taking regular exercise. Pupils contribute extremely well to school life through their work on the school council and by carrying out their roles as play leaders and peacekeepers. High levels of confidence and self-esteem along with an outstanding sense of fair play and teamwork, mean they are well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers enjoy warm relationships with their pupils and this makes for a pleasant learning atmosphere in classrooms. Pupils feel secure and ready to take the next steps in their learning. Teachers manage pupils' behaviour carefully, ensuring they understand the boundaries and expectations. At the beginning of most lessons, teachers make sure that pupils know what they have to do to succeed. This increases pupils' motivation and involvement in their learning. Pupils say that 'learning is fun' because many teachers introduce lessons in interesting ways.

In a lesson in Reception for example, the teacher generated much excitement by opening a letter containing phonic clues that they had to solve in order to find the 'treasure'. Children thoroughly enjoyed the activity and made good progress. Pupils respond well to teachers' questions, which often challenge them to explain their thinking. However, not enough is asked of the more able pupils who are capable of reaching higher standards in their work.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum supports the academic and personal development of pupils well. Many pupils learn to play musical instruments and the choir performs for parents, carers and friends. Cross-curricular links between subjects are being developed to help make learning increasingly meaningful. After-school clubs add significantly to pupils' enjoyment. As one parent wrote, 'The trips, visits and sporting opportunities the children have both in school time and after school are fantastic and they gain a huge amount from these - team spirit, safety, responsibility, courtesy and thoughtfulness.'

Residential trips and an exceptionally good variety of visits and visitors, enhance children's learning. Visitors include the former pupil, Teddy Sheringham, who provides a positive role model for boys, contributing to the sense of pride all children have in their Selwyn identity. Spanish has been introduced with the support of the local secondary school, and the school has recently won an award for its international links.

## **Care, guidance and support**

### **Grade: 2**

Pupils benefit greatly from the outstanding levels of care offered by all adults in the school. Risk assessments are thorough, especially in relation to trips out of school. First aid arrangements are very good and robust child protection procedures are in place. Effective procedures to monitor attendance and punctuality have resulted in improved rates recently. High quality support by teachers and assistants ensures that pupils with behaviour problems or moderate learning difficulties make good progress. Support staff successfully encourage pupils learning English as an additional language to take a full part in lessons.

Pupils receive satisfactory academic guidance as they move through the school. Marking is sometimes good, as seen in one Year 6 class, where the teacher made pertinent comments in pupils' books to help them improve their work. However, this is not the case in every class.

## **Leadership and management**

### **Grade: 3**

The headteacher has established a good management structure for the school and has secured staff commitment. Clear policies and procedures allow the school to operate efficiently with a strong emphasis on teaching and learning. Staff are working well together and this is helping to secure consistency and a positive working ethos around the school. Monitoring and evaluation systems are not firmly established however, and this means that the school does not have a really detailed and accurate picture of its performance. Assessment information is not routinely analysed to check the progress of different groups and to evaluate the success of initiatives. Planning for school improvement therefore, is not as sharp as it might be and not linked closely enough to improving pupils' achievement.

Governance is satisfactory. The governing body has concentrated on establishing basic policies and procedures for staffing and finance. It is now well placed to extend its work in monitoring the curriculum and pupils' achievement.

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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 |
|---|----------------|

### 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  | NA |
| 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 <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                              | 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 extent to which learners adopt healthy lifestyles   | 2 |
| 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   | 2 |
| 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 | 2 |

### 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? | 2 |
| How well are learners cared for, guided and supported?   | 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.

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 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**

20 May 2008

Dear Pupils

Inspection of Selwyn Primary School, London, E4 9NG

We really enjoyed visiting your school recently. Thank you for being so polite and friendly and for telling us about what you do at school. Now it is my turn to tell you what we found out.

Selwyn Primary is a satisfactory school. It is clear that all the adults look after you carefully so that you feel happy and secure. We were pleased that you understood how to keep fit and healthy by eating the right food and taking enough exercise. You reassured us that although bullying is rare, you know what to do if it happened to you. We liked the way you help out in school by doing various jobs. This prepares you really well to become good citizens in the future. We think you have a really good range of clubs to join and the adults arrange some super visits to make learning more fun.

We were pleased you find your lessons interesting. Occasionally they are too easy for some of you and we have asked teachers to use the information about how well you are doing to make sure the work is just right for you. We have also asked the people in charge to check more carefully on what is happening in classrooms to make sure you are all making enough progress.

I know you will want to play your part in helping the school to improve by continuing to work hard and behave well. It was a pleasure to meet you. Best wishes for the future.

Yours sincerely

Mary Summers

Lead Inspector