

# Alderwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	100112
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	323227
<b>Inspection dates</b>	11–12 May 2009
<b>Reporting inspector</b>	John Horwood

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	209
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	21
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Terry Malone
<b>Headteacher</b>	Mr John James
<b>Date of previous school inspection</b>	4 July 2006
<b>Date of previous funded early education inspection</b>	3 September 2007
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rainham Close Eltham London SE9 2JH
<b>Telephone number</b>	020 8850 6841
<b>Fax number</b>	020 8850 6011

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 May 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a popular school where the majority of pupils are White British. The remainder come from a wide range of backgrounds. Since the last inspection, the school has been subject to major rebuilding and now incorporates a Children's Centre and a specialist Autistic Spectrum Disorders Unit. There is also an out-of-school club and a canteen run by private providers. The Early Years Foundation Stage consists of a Nursery and a Reception class, as well as provision within the Children's Centre. The proportion of pupils with learning difficulties and/or disabilities is higher than the national average, as are the numbers who have statements of special educational needs, because of the school having a specialist support unit. A few pupils are at the early stages of the English language. The proportion of pupils eligible for free school meals is higher than that found nationally. The number of pupils who join or leave the school during their primary education is also higher than national figures. The school has obtained several awards, including Healthy School Status and the Activemark.

## 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. One parent, representing the views of many, wrote that 'The headteacher leads a highly dedicated and commendable team.' Pupils say they enjoy school because they make lots of friends, and that learning will help them get a job when they leave school.

Children enter school with skills and abilities that are below the levels expected for the age group. The Early Years Foundation Stage provides a secure start, and children make good progress. Across the whole school, each pupil is supported well and given equal opportunities to make satisfactory progress in their academic skills, and good progress in their personal skills. Standards have been variable over the last few years. This is partly due to the increasing number of pupils with learning difficulties who are attracted to the school because of the excellent facilities available to them. Pupils reach below average standards by the end of Key Stage 2, although this represents satisfactory rates of progress in relation to their starting points. Pupils make good rates of progress in English, but make slower, yet satisfactory, progress in mathematics and science. Pupils with learning difficulties make the same progress as others, but from a much lower starting point. Throughout the school, the higher-attaining pupils are not always sufficiently challenged, and their progress slows. This is because teachers' planning does not take sufficient account of pupils' previous achievements when identifying the next stages of learning.

Systems to monitor and record progress are good and these are well used by leaders and by teachers. The use of a computer-based system to track pupils' progress has only been in place for a short time and it is not yet used consistently to aid the planning of group work in lessons. Many aspects of teaching are good, but pupils' learning is only satisfactory because the work is not always fully matched to their abilities. Middle managers are not sufficiently involved in the observation of lessons to ensure that the best features of teaching are identified and shared, so that consistently good teaching in all classes is secured. Target setting has recently been introduced and most pupils are aware of their targets. The marking of pupils' work in most classes is regular and tells pupils where they have gone wrong, and some also tells the pupil how to improve. The good-quality curriculum engages pupils through interesting and enjoyable activities. A good range of extra-curricular activities successfully enriches pupils' learning and personal development.

Pastoral care is outstanding, and safeguarding requirements, including those for internet security, are met fully. Through the development of the Children's Centre and the Autistic Spectrum Disorder Unit, the school has developed outstanding partnerships with support agencies in the area, which contribute to the very good support for pupils who find learning difficult, whatever the reason. A nurture group is currently being developed to further enhance the care of pupils. Pupils behave well, enjoy school and know how to keep themselves safe. Attendance is satisfactory. Pupils make a good contribution to the community, eat healthily and take part in sport with enthusiasm. The sound basic skills that they acquire, as well as their effective personal development, ensure they are satisfactorily prepared for their future.

Leadership and management are good. Since the last inspection, the resources and support available for all pupils and their families have improved markedly. The school leaders have a clear understanding of what needs to be developed further, and have introduced good systems and put a good management structure in place to achieve this. There are clear emerging

strengths within the middle management. They have had a good impact in developing the extended provision in the school, and have embraced the use of the new assessment systems to monitor and analyse progress. There is scope to broaden the role of middle managers to ensure that they have a greater impact on improving teaching and learning across the school. Actions taken by all managers to raise standards through providing specific support have been effective, and there is clear evidence that progress is improving in all year groups, and especially in the Early Years Foundation Stage and in Key Stage 1. This demonstrates the school has a good capacity to improve further. Governance is good. The school ensures that it works with the community to help pupils develop a satisfactory and caring understanding of the world they live in, and provides support to families in the local community when needed.

The Children's Centre and the autistic support unit are well run facilities which are fully integrated with the school provision to ensure that all pupils get the maximum benefit. They provide outstanding pastoral care, while giving children the specialist support appropriate to their needs. All the actions identified in the previous report on the Children's Centre have been fully addressed. All requirements of the Early Years Register are met.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the Nursery with skills and abilities that are well below those expected for the age group, especially in communication, language and literacy and in personal, social and emotional development. Relationships and behaviour are good and children are well cared for, because staff are firm, fair and constructive in their responses. Children enjoy learning because teaching is good and activities are linked within an overall theme, which makes learning relevant and meaningful. This inspires exploratory play, and adults use these opportunities well to encourage speaking and listening skills. This was seen during a map-making exercise for a pirate theme, where children were fully engrossed in learning. As a result, children achieve well and the majority reach the age-related expectations by the start of Year 1. Adults use assessments well to plan for children's social and emotional well-being. However, there are some missed opportunities to challenge higher-attaining children through reinforcing and extending their knowledge of linking sounds to letters during reading and writing, and developing calculation skills across areas of learning. Leadership of the Early Years Foundation Stage is good. Leaders have a clear awareness of strengths and areas of development, and are instrumental in forging strong links between the Children's Centre and the Early Years Foundation Stage. These links ensure very good partnerships and continuity for learning and development, personal development and well-being, and welfare requirements.

### **What the school should do to improve further**

- Raise standards in mathematics and science by the end of Years 2 and 6.
- Ensure that the work planned for higher-attaining pupils matches their individual needs more closely in order to accelerate their progress.
- Develop the role of middle managers in improving teaching and learning, and raising achievement.

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 Key Stage 1 with the standards expected of five-year-olds. They make satisfactory progress throughout Key Stages 1 and 2. Standards vary from year to year because of high pupil mobility and the varying number of pupils with learning difficulties and/or disabilities in each year group. In 2008, standards at the end of Year 6 were below the national average, especially in mathematics and science. The progress made by pupils in English for this cohort was exceptionally good, but they made slower progress in mathematics and science. Action taken by the leaders to address the underperformance in mathematics and science has been swift and effective, although there is still more to do. An example of these actions is the increase in the amount of specialist teaching throughout the school, with the result that the current Year 6 pupils are well on the way to attaining broadly average standards this year. While standards in Key Stage 1 vary between cohorts, there is an underlying upward trend. Pupils' writing has been a weakness but has improved, and is more consistent across the school as a result. Currently, all pupils in Key Stage 1 are making the expected rate of progress. There is a far more complex picture at Key Stage 2 because pupil mobility is much higher. However, data show that pupils are now making at least the expected progress from their various starting points. Pupils with learning difficulties and/or disabilities make satisfactory progress in lessons because of good support by teaching assistants. Those pupils with autistic spectrum disorder in the specialist unit are also making satisfactory progress. The more-able pupils are also making similar progress in lessons, because they are given some extension work.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good, and the school operates as a harmonious community. Through their good behaviour and their respect for others, pupils show that they know right from wrong. Pupils behave well in lessons, concentrate for good periods of time, and show good attitudes to their learning. The vast majority of pupils enjoy school, but attendance is currently only satisfactory, although steadily increasing. They know how to keep safe and who to talk to if they have any problems. Pupils said there is very little bullying, and that when it occurs it is always dealt with quickly by the adults. They make healthy choices of food and look forward to sports activities. This is reflected by the award of Healthy School Status. Pupils make a good contribution to the school and wider communities. They enjoy being school councillors, and take their responsibilities for helping in the playground and during assembly very seriously. Pupils take part in many activities to raise money for charities. While many aspects of school life prepare pupils well for later life, the overall preparation is only satisfactory because they do not always reach the expected standards, especially in mathematics.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory overall, and sometimes good. Teaching is good where teachers have clear delivery, brisk pace and a good questioning of pupils, and tasks are matched to their abilities. Pupils want to learn and pay attention in lessons. They are encouraged to work in small groups as well as individually. They understand what they have

to do because teachers all have good subject knowledge and explain things clearly to them. All lessons, even where teaching is only satisfactory, are made to be interesting. Teachers make use of the assessment systems in planning the work, but the effectiveness of this is variable. This results in the learning in most lessons being satisfactory overall. Work is well matched for the lower-ability pupils, but does not always provide sufficient challenge for those of higher ability. Pupils who find learning difficult are well supported by the teaching assistants. Teachers mark work regularly and most make helpful comments.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good, and matches the needs of pupils who enjoy the work and are inspired by themed weeks such as the science week. Good strategies have been introduced to inspire pupils to improve their writing, and this has contributed to the improvements in English. Strategies to raise achievement in mathematics and science have already had an impact on the standards seen in lessons, but have had insufficient time to make any impact on overall test results. Individual plans are provided for those with learning difficulties, to ensure they get the support they need. In the specialist autistic unit, the curriculum greatly enhances pupils learning. One parent commented, 'I am very pleased with the provision in the unit, and how it enables my son to integrate into the mainstream school.' In the Children's Centre, the outstanding accommodation and resources support a broad and appropriate curriculum with a good range of both indoor and outdoor facilities. The curriculum is responsive to local needs, and links are developed to help pupils develop a wider knowledge of the world they live in. The provision for personal, social and health education is good, and pupils are made well aware of health and safety issues. Both cultural development and citizenship are promoted well through learning French and through links with European schools. There is a wide range of activities in addition to lessons which broaden pupils' experiences, increase their enjoyment and contribute to their personal development. These include clubs, visits for days or residential trips, and visitors who come into school.

## **Care, guidance and support**

### **Grade: 2**

The high level of commitment of the staff ensures an outstanding quality of pastoral care throughout the school. Child-protection and safeguarding procedures are securely in place. Health and safety requirements are well met. There are good systems for managing behaviour and monitoring attendance. Actions to improve attendance have been successful, and the rate of attendance is improving. The school offers a well-organised breakfast club, which provides a healthy breakfast in a caring environment. This ensures that pupils are able to start the day suitably nourished and also encourages punctuality. All staff work well to ensure that all pupils are included in activities. Pupils who need extra help are provided for effectively and make the same progress as others. The few pupils who have English as an additional language are given the help they need by teachers and specialist support staff. Academic guidance within the classroom is satisfactory, with assessment systems in place but not fully used to support the higher-ability pupils in making better progress. Pupils find the targets they are set helpful.

In both the specialist autistic unit and the Children's Centre, the pastoral care is also outstanding. The higher adult-to-pupil ratio in the unit, and detailed education plans, enables pupils to receive good academic guidance. The Children's Centre works very closely with the school's

Early Years Foundation Stage staff to provide similarly good academic guidance for the children and their families.

## Leadership and management

### Grade: 2

The leadership team has a common vision of improving the school to give pupils the best opportunities. Actions from the previous inspection have been addressed and standards have started to rise. The management structure has been revised to give more distributed responsibilities and this has resulted in a number of emerging strengths, including the implementation and monitoring of the impact of strategies to raise standards, as well as providing good support to teachers in their roles as subject coordinators. Actions already taken have had a clear impact on the progress made by pupils since September. This is especially true for the lower year groups, where progress has improved in all subjects and especially in reading and writing. There has been insufficient time for published results to show this improvement, although it is clear that standards are higher than last year because of actions taken to improve mathematics and science for the very oldest pupils. Assessment systems have improved and are now used by teachers and leaders to monitor progress. Monitoring of teaching is not sufficiently rigorous to ensure constantly good teaching, because the middle managers are not yet sufficiently involved in observing colleagues to ensure that best practice is shared. Self-evaluation shows that leaders know the school's strengths and areas for development, and these have been well addressed in the school development plan. Governors carry out their statutory duties well and provide good governance. They are actively involved through links with subject coordinators and through close monitoring of the areas for development within the school. Leaders and managers have a good understanding of what is needed to promote community cohesion. They have appointed a senior leader to oversee developments and have produced a clear plan to ensure its effectiveness. Currently, all the areas have been addressed, with particular strengths in the school and local communities. Global and national aspects of cultural and ethnic diversity are at an earlier stage but are already having an impact on pupils' understanding of the world.

The overall leadership of the specialist autistic unit and the Children's Centre are also good. Management systems are fully integrated with those of the primary school, and both facilities are represented on the leadership team.



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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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### 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/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

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

## 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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

01 June 2009

Dear Pupils

Inspection of Alderwood Primary School, London, SE9 2JH

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how your school is helping you learn. We were impressed by how well you behave in lessons and how polite you are to visitors.

Your school is providing you with a satisfactory education. These are some of the strengths of your school:

- you enjoy being at school and find your lessons are fun
- you behave well and develop good personal skills
- relationships throughout the school are very good
- the staff care about you and look after you extremely well
- there are outstanding links with organisations within the community to help the school give you the support you need
- there is a wide range of clubs, after-school activities and visits
- the systems to monitor your progress have been improved
- your headteacher and staff are working hard to improve your learning further.

In order to improve the school further, we have asked the headteacher, staff and governors to do the following:

- help you reach higher standards in mathematics and science
- improve teachers' planning to ensure that the work set for those who find work easy matches their ability
- increase the opportunities for middle managers to observe lessons and help teachers increase the progress that you make.

You can help the school by continuing to work hard. We wish you all the best for the future.

Yours faithfully

John Horwood

Lead Inspector