

# Ealdham Primary School

## Inspection report

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<b>Unique Reference Number</b>	100120
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	323229
<b>Inspection dates</b>	5–6 March 2009
<b>Reporting inspector</b>	Madeleine Gerard

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)	288
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	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neil Stevens
<b>Headteacher</b>	Mr Christian York (Acting)
<b>Date of previous school inspection</b>	27 November 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Ealdham Square London SE9 6BP
<b>Telephone number</b>	020 8850 5484
<b>Fax number</b>	020 8850 2033

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<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 March 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school. The majority of pupils are White British. The proportion of pupils who are learning English as an additional language is slightly above the national average, although few are at an early stage of learning English. The proportion of pupils with learning difficulties is above average. The majority of them struggle with basic literacy and numeracy skills, need help to settle in class, or have speech and language difficulties. The school has achieved a number of nationally recognised awards including the Healthy School Award and the Artsmark. During the inspection, the deputy and the Early Years Foundation Stage leader were leading the school in the long-term absence of the headteacher due to illness. At the time of the last inspection, the school was given a Notice to Improve because achievement was inadequate and standards were too low.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Ealdham is now a satisfactory and improving school. There are strengths in the pupils' personal development, in the pastoral care and academic guidance that they receive, and in the curriculum. Senior leaders have set a clear direction for the school, based on raising standards and achievement. Staff working at all levels have responded well to the challenge of improving the school. Standards have risen recently, and are broadly average as a result of the appropriate action the school has taken. Achievement is satisfactory. Academic guidance, an issue at the time of the last inspection, has improved considerably and is good. Target setting and marking are areas of strength, and are used well to ensure that pupils know how to improve their work in order to move up to the next level. Good assessment procedures enable the school to check regularly on the progress that pupils are making.

Children get off to a good start in the Early Years Foundation Stage, where teachers plan a good range of stimulating work. The good balance between independent tasks and activities led by adults helps children to develop their social skills and confidence. Parents appreciate this area of the school's work. One parent of a child in the Nursery wrote, 'My child is doing well and looks forward to going to school.'

Teaching and learning through the rest of the school are satisfactory. Some teaching is good, but this is not consistent enough across classes to ensure that all pupils achieve well. As a result, rates of progress are uneven. This is why achievement is satisfactory overall, although in some classes it is good. Some school leaders have not been in post long enough to be fully part of the monitoring process in order to ensure that the quality of teaching and learning is always good.

The well-managed curriculum provides a broad and balanced range of work that is underpinning improved rates of progress in basic skills and promoting pupils' creative, practical and personal talents. For example, all pupils in Years 5 and 6 learn a musical instrument, and the Artsmark award reflects the good range of creative artwork on display around the school. Regular circle time, where classes sit together to discuss important issues, is used well to promote pupils' caring attitudes towards others and to foster their sense of self-worth. This encourages pupils' positive attitudes to learning. Pupils enjoy coming to school, and parents confirm this. One, typical of many, commented, 'My son enjoys every minute when he's at school.' However, attendance remains only satisfactory. The school has a number of appropriate strategies in place to monitor and promote regular attendance but there are too many absences, which has a negative impact on some pupils' learning.

Parents praise the school. One wrote, 'I feel that the school has improved greatly recently and that my children have benefited from this.' The school is working hard to harness the support of the parents and runs a wide variety of workshops and courses in the Family Learning Centre. These include computing for beginners, first aid and parenting skills. Literacy and numeracy sessions for parents are successful in helping them to support their children's learning at home. One parent said, 'I have learned how to help each of my children in a number of different ways.'

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Opportunities to visit the school before they start, and well-established routines, help children settle quickly into the Early Years Foundation Stage. Adults work successfully to create positive relationships and an environment where children grow in confidence and develop good personal skills. For example, children in the Nursery eat lunch together in small groups with an adult at each table. This fosters good table manners and social skills. Substantial attention is given to developing the children's speaking and listening skills, but this is not at the expense of the other areas of learning. A good balance between tasks directed by adults and opportunities for children to choose activities for themselves ensures they develop their basic skills as well as their independence. One parent, expressing views typical of many, wrote, 'My child now knows how to sound out most letters and can also write her name, and enjoys putting pen to paper.' Children are enthusiastic and enjoy developing their skills, both inside and in the outdoor areas. Consequently, children make good progress. The Early Years Foundation Stage is well led and managed.

### What the school should do to improve further

- Ensure that the quality of teaching and learning is consistently good, so that all pupils achieve as well as they can.
- Develop the role of leaders and managers at all levels in monitoring the school's provision.
- Work closely with parents to ensure that all pupils attend school regularly.

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 join the school with a range of skills and capabilities, but generally they are below the levels expected nationally. They make good progress in the Early Years Foundation Stage and by the end of the Reception year they are at the expected levels for their age. In the recent past, pupils have not been making enough progress through the rest of the school to reach high enough standards. The school has successfully increased rates of progress so that this is now satisfactory. In 2008, provisional assessments at the end of Year 2 and unvalidated test results at the end of Year 6 show that standards have risen to be broadly average. Work in pupils' books and the school's tracking data show that pupils are making good progress in some classes, but this is not consistently the case. Consequently, achievement is satisfactory. Pupils who find literacy and numeracy difficult and those who need extra help make satisfactory progress as a result of the support they receive.

## Personal development and well-being

### Grade: 2

All aspects of pupils' spiritual, moral, social and cultural awareness are good. Pupils enjoy school. This is reflected in their good behaviour, willingness to work hard in lessons, and readiness to join in with all that the school has to offer. Pupils participate well in sporting activities and have a good understanding of why it is important to eat and drink sensibly. They are courteous and treat each other with consideration. This contributes well to the harmonious school

community. Pupils are keen to take on responsibility as school councillors and are proud of the improvements that the school has made as a result of their suggestions – for example, by refurbishing the toilets throughout the school and ensuring that pupils have ready access to drinking water. Good teamwork skills, and the satisfactory progress that pupils make in their basic skills, prepare them soundly for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers plan interesting tasks for pupils to do and, as a result, pupils have positive attitudes and enjoy their lessons. For example, in a Spanish lesson, pupils thoroughly enjoyed learning new words and competing with their teacher to see who could pronounce them the most accurately. Pupils enjoy opportunities to work in groups and to talk about their learning in pairs. This promotes teamwork and good social skills. However, the quality of teaching is too variable across classes to ensure that all pupils make consistently good progress. Teachers generally make explanations clear, but do not always introduce new learning clearly enough to ensure that all pupils are able to achieve as well as they could while doing independent work. In some lessons, teachers use assessment well to set suitably challenging tasks for all pupils, but this is not consistent. Pupils who struggle with literacy and numeracy are given extra help in class from committed additional adults, and this helps them make the satisfactory progress that they do. Teachers use marking particularly well to acknowledge pupils' efforts and to make clear how they can improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

Literacy and numeracy are rightly prioritised. The school has made recent but definite improvements to the way that literacy is taught, including routinely teaching older pupils to use joined-up writing, regular opportunities throughout the school to write at length in a variety of different styles, and enhanced teaching of letters and sounds (phonics). This contributes well to pupils' enthusiasm for learning. Their increasing pride in their work reflects their growing self-confidence and self-esteem. Pupils appreciate visits to local places of interest including a residential visit in Year 5. Themed weeks, such as book week and carnival week, bring the curriculum to life. There are some links between subjects, but these are not consistently in place. Visitors to the school, for example from the local emergency services, promote pupils' good awareness of how to keep themselves safe. There is a good range of well-attended clubs including meditation, homework and archaeology. The popular sporting clubs and equipment available for pupils to use at break time support their positive attitudes to keeping fit and healthy. Pupils in Years 3 to 6 enjoy learning Spanish.

### **Care, guidance and support**

#### **Grade: 2**

Pupils feel safe and are confident that adults will take action should any problems occur. Procedures to safeguard pupils' well-being, safety and health are robust. The school works well with outside agencies to support pupils who need extra guidance. The learning mentor and school inclusion officer support vulnerable pupils well across the school. Pupils who are learning English as an additional language receive extra help in some lessons and achieve as well as their

peers. The school is working diligently to promote regular attendance, although there has not yet been time for this to effect a sustained improvement. Careers week, and opportunities for older pupils to find out about a wide variety of different professions, are successfully raising pupils' aspirations for their future lives. The quality of academic guidance has been enhanced and is good. Strong systems are in place to check regularly the progress that pupils are making through the school. This information is analysed well. Most pupils know and can explain their targets. These ensure that pupils are clear about the next steps which will enable them to move up to the next level in their work. Some pupils are developing good skills in assessing for themselves how well they are making progress, although this is not consistent in different classes.

## **Leadership and management**

### **Grade: 3**

While satisfactory overall, leaders and managers have developing strengths and demonstrate a satisfactory capacity for improvement. Through accurate self-evaluation, senior leaders have identified clear priorities for improvement. Their effectiveness has already been seen, for example in the improved Year 6 standards in 2008, which met challenging targets. However, because most improvement strategies have been quite recently introduced, there has not been enough time to see their impact fully. Nevertheless, the school has set itself ambitious targets. A marked development has been the recent appointment of leading teachers for literacy and numeracy. The result of their work is already beginning to be seen, for example in teachers' improved use of target setting and marking to guide and support pupils' progress. However, some leaders and managers have not been in post long enough to develop their roles, or take an active part in monitoring the quality of teaching and learning in order to bring about improvement. The senior leaders are aware of this and are providing effective training and support, together with the local authority. The school's promotion of community cohesion is satisfactory. Pupils' understanding of themselves as part of the school and local community is good. However, their awareness of those who live in communities other than their own, nationally and globally, is more limited. The committed governing body have supported the school well in raising achievement and standards, challenging it when necessary. Because some governors have been quite recently appointed, the organisation of their contribution to monitoring is not yet well developed.

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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 capacity to make any necessary improvements	3

### 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>	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	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

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

20 March 2009

Dear Pupils

Inspection of Ealdham Primary School, London, SE9 6BP

Thank you for your friendly welcome and for helping us when we visited your school recently. Ealdham Primary School is a satisfactory school and is getting better.

These are the best things about your school.

- The youngest children get off to a good start to their learning in Nursery and Reception.
- You told us you like coming to school, and your parents confirm this.
- You have a good understanding of how to keep yourselves fit, healthy and safe.
- You get on well with each other and behave sensibly in class and around the school.
- Standards have risen and are broadly average.
- The staff regularly check how well you are making progress.
- You know your targets and what you need to do to move up to the next level in your work.
- All the adults are working hard to make sure that you are well cared for and safe.
- You enjoy the lively activities that teachers plan for you to do, and you particularly like the clubs and the themed weeks that the school organises.
- The school is helping your parents so they can support your learning at home.

We have asked the school to carry on working hard to make lessons better so that even more lessons are good ones, because this will help you learn more quickly. We would like all the leaders and managers to do even more to check on the quality of the work that the school is doing. Your school is improving, and it is really important that you attend regularly so that you don't miss important learning. We have asked your parents and the school to work together to make sure you go to school every day.

You can help by continuing to learn your targets and looking at your work often to see if you have met them.

Thank you again for your help, and best wishes in the future.

Yours faithfully

Madeleine Gerard

Lead Inspector