

Adamsrill Primary School

Inspection report

Unique Reference Number	100671
Local Authority	Lewisham
Inspection number	335573
Inspection dates	7–8 July 2010
Reporting inspector	Gavin Jones

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 of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Mrs Janet Clegg
Headteacher	Mrs Victoria Forbes
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspection team visited 28 lessons, observing all class teachers at least once. They held meetings with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at various documents including development plans, the school's monitoring of provision, safeguarding documentation and 108 questionnaires completed by parents and carers. They also analysed questionnaires from 92 pupils and 19 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all groups of pupils, especially vulnerable groups
- the effectiveness of all leaders and managers in securing improvements
- the outcomes of the school's judgement that its care, guidance and support are excellent
- the progress the school has made in improving all aspects of the Early Years Foundation Stage.

Information about the school

The school is well above average in size. The proportion of pupils who come from minority ethnic backgrounds is well above average, as is the proportion who speak English as an additional language. The largest group of pupils are those from White British backgrounds, although the total number of pupils from minority ethnic backgrounds is greater than this group. The school has a high proportion of pupils who are eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities is below the national average as is the proportion of pupils who have statements for those needs. The number of pupils who join and leave the school partway through their primary education is higher than average. The school has its own Nursery for 25 children in both the morning and the afternoon. The school also provides an opportunity for parents to bring children to its 'Toddler Group' facility managed and run by the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Adamsrill is an effective school that provides a good education for its pupils. It has made improvements in some areas of its provision since the last inspection. The school shows outstanding strengths in the ways in which it cares and gives support to its pupils. This has resulted in almost all areas of their personal development and academic progress being good. It has provided help for the most vulnerable pupils, such as those with special educational needs and/or disabilities. It has ensured that from the wide array of ethnic groups in the school, the vast majority make similar progress to the larger White British group of pupils. It has improved attendance through its good links with parents and a relentless drive to keep each class informed of how well they are doing in the race to have the best class attendance. Improvements have been made in all areas of the provision, outcomes, and leadership and management of the Early Years Foundation Stage. Further outdoor improvements are already planned because the outside classroom is not as effective a learning environment as that indoors.

Attainment in science is above that seen nationally at the end of Year 6, with the rate of progress being high, while attainment in English and mathematics is now firmly average and improving. The progress pupils make in English is good, while only satisfactory in mathematics. Consequently, progress is good overall. By Year 2, attainment is now broadly satisfactory, once again showing an improvement over previous years. Several initiatives, especially in reading and writing, have led to these improvements. Although the curriculum is good, some subjects are not consistently linked together in topics and themes. In the same way, aspects of national and global communities are not yet being systematically studied and included in this thematic curriculum. Some teaching in the school is good and even outstanding, although overall it is satisfactory because it is inconsistent. Teachers do not consistently use assessment data well to match work to all pupils' abilities or give feedback through marking on how they might improve further. A very small proportion of teaching is inadequate but this is being addressed robustly. The stronger teachers are well placed to help accelerate pupils' progress and raise standards in key parts of the school, especially in Years 2 and 6, leading to good progress at key times. Here teachers use a wide range of interventions successfully. The senior leaders have an accurate picture of the school's strengths and areas for development and have a good plan to improve the school further. They are supported well by the governing body. This strong leadership, together with what has already been achieved, shows the school has good capacity to improve further.

What does the school need to do to improve further?

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- Improve pupils' progress in mathematics from satisfactory to good by:
 - increasing the proportion of pupils making satisfactory progress to 100% from end of Reception to end of Year 2 and end of Year 2 to end of Year 6
 - increasing the proportion making good progress to 50% for similar parts of the school
 - providing specific professional development opportunities so that staff are confident and competent to do this.
- Ensure that by July 2011, 50% of teaching and learning is good by:
 - helping individual teachers to make better use of assessment in lessons to ensure all pupils are making progress in their learning
 - ensuring that marking of work more regularly helps pupils to understand how to improve their work.
- Enhance the promotion and understanding of community cohesion, currently good in the school and locally, by:
 - providing clearer opportunities for pupils to compare their lives with pupils in other parts of the United Kingdom
 - giving pupils a more developed understanding of the global community
 - adapting curriculum themes so that the above opportunities are embedded in the school's work by April 2011.

Outcomes for individuals and groups of pupils**2**

Attainment is above average in science and is broadly average in both English and mathematics. However, bearing in mind that attainment on entry to the school is well below that expected nationally, pupils make good progress in their learning over time. The school's latest assessment information shows that over half of pupils in Year 6 have made good progress in reading, writing and science since Year 2. The proportion making good progress in mathematics is lower. The small group of pupils with special educational needs and/or disabilities make good progress because of effective support. The school tracks its vulnerable groups effectively, ensuring they make good progress. The progress of all of these groups was noted in the lessons as being good and the data for pupils' attainment were confirmed in the same way.

Pupils thoroughly enjoy their learning and achieve well. They are enthusiastic, as noted in a Year 2 literacy lesson in which they made excited contributions to the writing activity. They are enthralled by the range of art work they are offered, as seen in a Year 1 art lesson where pupils used malleable material to create sculptures in the style of Moore. In two lessons, behaviour was exemplary and was never less than good during the inspection, giving much support to learning.

Pupils feel safe in school and know whom to turn to for help when required. They play a full part in the life of the school in both the school council and activities involving specific jobs at play times, for example. These activities exemplify their good social and moral

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development. The broad ethnic mix of pupils is celebrated well by the school. Many pupils are well informed about healthy living, understand diet and benefit from healthy school meals. Their satisfactory levels of basic skills, their good attendance and their regular work both independently and in groups give them sound skills for later life. The school presents its pupils with a wide range of opportunities to reflect on art, poetry and religious beliefs, supported well by school assemblies.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although teaching is satisfactory across the school, it is consistently good in some key year groups. As a result, any minor dips in progress are negated by the good teaching in parts of the Early Years Foundation Stage and in Years 2, 4 and 6. The curriculum is well balanced and is made relevant to the wide range of cultural backgrounds of pupils. Art is a strength in the school, being taught by an enthusiastic and able specialist while the Year 4 brass group has similarly effective specialist support. The school presents much of its curriculum in themes and topics; however, the consistency of links to key subjects such as literacy and numeracy are not always clearly thought through. However, in a

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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literacy lesson in Year 2 a good example of such links was seen as pupils wrote an explanatory text about a science investigation previously completed. The curriculum is enriched well by visits and visitors and two residential visits adds much to pupils' personal development. A wide range of club activities is on offer to pupils to help improve their social and technical skills.

There are excellent levels of care across the school. This can be seen in the close support given to more needy pupils. A parent noted, 'My child recently moved to the school and has received exceptional help.' Support for young carers and refugees is excellent. There is good transition between key stages in the school and with the secondary schools that receive pupils from Adamsrill. Pupils during lunch were talking about how excited and confident they were about moving schools. Parents are very appreciative of this level of care.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and deputy headteacher work extremely well together in promoting high expectations of both pupils and staff. There is a clear quest for improvement and both are very ambitious to see the school being successful. Successes have already been seen in improvements to the Early Years Foundation Stage, to the school's care, guidance and support and, over time, the raising of attendance rates. Leadership has consolidated progress in science and English and is ready to turn its attention to mathematics. Strong links have been formed with parents and the school is oversubscribed. Equally good links have been made with other schools, the local authority and the Italian Consulate, for example, with the latter supporting the teaching of Italian in the school. The school's work with its most vulnerable pupils is excellent at times and although the inclusion manager is comparatively new, the established programmes of support remain strong. The school examines carefully the progress that all groups make, and wherever underachievement is noted, it is discussed with class teachers and appropriate interventions are put in place. This gives all pupils equal access to opportunities to achieve their best. Although the monitoring of teaching and learning is good and carried out by a range of leaders, the recent changes in a number of classes has meant that improvements in teaching have stalled somewhat. In this multicultural setting, whilst pupils are aware of it, racial harassment and discrimination are very rare. Safeguarding procedures are robust and some parents/carers made very

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positive comments about this in the questionnaire. Governors discharge their duties well and are developing appropriate procedures in order to gather information so that they might be more able to hold the school to account for its performance and check its progress. The very cohesive nature of the school and its strong links with the local community provide pupils with many opportunities to celebrate its rich cultural heritage. One parent commented, 'There is a real sense of community at Adamsrill.' While there are links with other schools and organisations nationally and internationally, these are not as well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start in the Nursery with language skills that are well below what is expected for their age. In the Nursery they make good progress because of good teaching and the stimulating learning environment. Very good links have already been established with parents through the 'Toddler Group' and ideas are shared with parents about how they might help their children learn. Children join the Reception classes with language and social skills that are still below average. Children in different classes progress at different rates, relating to the quality of teaching, but overall progress is good. By the time children leave Reception, standards are close to what is expected for their age. Boys do not progress as well as girls. The leadership of Early Years Foundation Stage is currently working to improve this situation with a range of intervention strategies. The provision overall is good, especially indoors. There are opportunities for children to play outside, but here, planning is not sufficient to extend learning as systematically as

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indoors. Different areas of learning are well organised, especially in the Nursery, with good opportunities for children to interact with adults and extend their speaking, listening and social skills. In this respect the well-trained and competent teaching assistants and nursery nurses are vital components to learning. Children have good opportunities to makes choices, but sometimes they do not have a clear idea of what they should be learning, especially outdoors. Teachers' assessments of children's progress are generally accurate. Observations made by teachers are detailed although the next steps in learning are not always made clear. There is a very caring ethos here and children are safe and their needs are fully met. Leadership and management are good as the whole unit has improved since the last inspection. A comprehensive action plan has been helpful in achieving this. Overall, the effectiveness of the facility is good as a result of the many improvements made recently.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

From the returned questionnaires it is clear that the school enjoys the confidence of a large majority of parents. Over 90% of responses were positive and reflected that children enjoyed school, were safe, led a healthy lifestyle, had good teaching and were overall happy with their children's experiences at school. A few noted concerns about the extent to which their children's needs were met, the support their children received, information about progress and behaviour in school. After examining these issues the inspection could not find sufficient grounds to agree with these negative statements. Care and support are excellent; regular reports are sent to parents together with opportunities to discuss progress with their teachers; behaviour in class and around the school is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adamsrill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 108 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	55	45	42	2	2	2	2
The school keeps my child safe	59	55	44	41	4	4	0	0
The school informs me about my child's progress	37	34	56	52	13	12	0	0
My child is making enough progress at this school	38	35	52	48	15	14	1	1
The teaching is good at this school	34	31	66	61	3	3	1	1
The school helps me to support my child's learning	37	34	54	50	13	12	1	1
The school helps my child to have a healthy lifestyle	36	33	65	60	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	31	55	51	4	4	0	0
The school meets my child's particular needs	27	25	62	57	12	11	1	1
The school deals effectively with unacceptable behaviour	30	28	54	50	15	12	1	1
The school takes account of my suggestions and concerns	26	24	55	51	15	14	1	1
The school is led and managed effectively	38	35	53	49	8	7	1	1
Overall, I am happy with my child's experience at this school	40	37	58	54	6	6	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 July 2010

Dear Pupils

Inspection of Adamsrill Primary School, Sydenham, SE26 4AQ

Thank you for your help when we visited your school for its recent inspection. You thoroughly enjoy being at school as we saw from your questionnaires and when we talked to you.

Here are some of the highlights we saw on our visit:

- the high standards you reach in science
- improvements made in reading and writing
- your improved attendance
- the excellent ways in which the school looks after you
- improvements made in the ways that the school provides for the youngest children.

The school now needs to:

- make sure that your progress in mathematics is as good as your progress in English
- ensure that more of the teaching in the school is good
- help you understand more about life in the rest of the United Kingdom and beyond.

I am sure that you will continue to do your best and keep up your good levels of attendance.

Thank you again for such an interesting visit.

Best wishes for the future

Yours sincerely

Gavin Jones

Lead Inspector

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