

Childeric Primary School

Inspection report

Unique Reference Number	100675
Local Authority	Lewisham
Inspection number	335575
Inspection dates	2–3 December 2009
Reporting inspector	Jo Curd

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	364
Appropriate authority	The governing body
Chair	D Griffiths
Headteacher	Ann Butcher
Date of previous school inspection	2 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at planning, pupils' work, local authority (LA) reports and 51 parent questionnaires.

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

- the behaviour, safety, care, guidance and support of all pupils
- the accuracy of lesson monitoring and how effectively this leads to improvement
- the relevance and effectiveness of the curriculum for all pupils
- how well leaders implement the requirements for community cohesion and safeguarding and how effectively they are raising rates of attendance.

Information about the school

This larger than average primary school is situated in a densely populated part of inner London. The proportion of pupils eligible for free school meals is much higher than average, as is the proportion with special educational needs and/or disabilities, predominantly learning, behavioural, emotional and social difficulties, and autistic spectrum disorders. A very high proportion of pupils are from a range of minority ethnic groups. Although pupils have very diverse ethnic backgrounds, the majority have Black African or Black Caribbean heritages. More pupils than is found nationally join or leave the school at other than customary times. Only a third of pupils who finished Year 6 in 2009 had been at the school since the Nursery. Over a quarter of the pupils have joined the school since 2008. Well over half of these went straight into Key Stage 2. Many of those joining mid year are very new to England and to English. Half of the 61% of the pupils with a home language other than English are at the early stages of acquiring the language. Many of these have French, Vietnamese or Yoruba as their first languages. Several come from less successful starts at other schools. A small proportion of the pupils are refugees. Previously undersubscribed, the school roll is rising rapidly. The school fulfils its duties to provide extended day care in conjunction with another local school. A breakfast club is held at the school and after-school care in a nearby school. Childeric has been accredited with Healthy Schools and Active Mark awards.

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?

3

The school's capacity for sustained improvement

2

Main findings

Childeric School experiences very challenging circumstances. This is especially so with regard to the high mobility of the pupils, the extent of pupils' additional needs and the large numbers at the early stages of learning English. This has had, and continues to have, a significant impact on the pupils' attainment in basic skills, which remains low. Nonetheless, pupils make good progress over their time in the school. Their progress accelerates the longer they are at Childeric. The performance in national tests of those pupils, for example, who remained in the school throughout their primary education is close to average. The school's overall effectiveness is satisfactory.

Really important aspects of the school are its strong inclusive ethos and its good care, guidance and support for the pupils. It strives successfully to respect all cultures and to cater for all abilities. Most parents really appreciate what the school offers them and their children, and the school roll is increasing rapidly. One parent expressed the views of many in saying, 'I am so happy with the school, I want it to continue for ever.' Pupils are also very positive; one commented that 'the staff are kind and explain learning well'. Pupils' positive attitudes and enjoyment of school, along with the effective engagement of many parents, are at the heart of the improvements in attendance that have taken place since the last inspection. Attendance is now satisfactory, and rates for some classes, including those with older pupils, are above the average figures for primary schools. Pupils feel safe and are friendly, confident and well behaved. They are rightly proud of the many positive things about their school. Those who join mid-year are welcomed and supported by pupils and staff.

Senior leaders are driving forward improvements in the school well. Good team work and high staff morale underpin the many improvements since the last inspection. Recent developments such as the new school building and the revitalised Early Years Foundation Stage, as well as the appointment of the community worker and family support worker, have all added to the drive to improve attainment in basic skills for all groups of pupils. Teaching really does help pupils to enjoy learning and is good overall. Leaders and managers have a very accurate understanding of the school's strengths and weaknesses. Accurate self-evaluation is used to prioritise and focus school development. This is demonstrated in the school's recognition that despite overall good teaching, there is more to do to match activities more closely to pupils' specific learning needs.

The school has improved since its last inspection and is well able to sustain further improvement, not least because the school roll is now more stable and staff are working collaboratively with senior leaders to drive up the pupils' attainment. The school is now poised, for example, to extend the good provision to promote community cohesion locally and within the school to cover the national and international aspects. Childeric,

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well supported and challenged by its governors, understands the importance of channelling its energies efficiently to ensure that all pupils attain as well as they possibly can.

What does the school need to do to improve further?

- Raise the pupils' attainment in basic skills by:
 - striving to ensure that all activities in lessons match well the way pupils learn best.
- Ensure that the attendance of all groups of pupils matches that of Years 5 and 6 by:
 - working even more closely with parents to stress the importance of good attendance in the drive to promote higher attainment
- Develop further the school's work to promote community cohesion beyond the local area.

Outcomes for individuals and groups of pupils**3**

The quality of learning and progress in lessons are good overall, but are especially good for older pupils, particularly for those who join the school with little or no English. Pupils were extremely well engaged, for example, in a lesson in which they made guide books based on their recent trip to the Science Museum. They all made fast progress because they were motivated by first-hand experiences and by photographs from the visit. Excellent support enabled them to work very successfully together. In another lesson, on the Victorians, a video and the use of the interactive whiteboard supported pupils' learning successfully. The visual images enthused pupils and helped them all to develop their vocabulary as well as their understanding of the past.

Over the last three years, pupils' performance in published tests results has been low because of the high number of casual entrants to the school and the significant learning needs of many. Attainment in science is higher than that in English or mathematics but those pupils who remain in the school throughout their education do reach close to average standards in all three of these subjects. The school's records show that currently all groups of pupils are making good progress and better than that shown in the published test results at the end of Year 6. This is because the published information on the pupils' long-term progress does not take into account the high mobility of the pupils. Those pupils with behavioural, emotional and social difficulties make particularly fast progress because of the high levels of well-targeted support. The starting points and specific additional needs of individual pupils are highly variable. No significant differences in the progress of the various minority ethnic groups within the school, including those with Black African and Black Caribbean heritages are evident over time. Pupils feel welcome and safe because they are cared for and supported well. Many attend regularly, and those in Year 5 and 6 attend best of all. Pupils' spoken and written comments show how much they enjoy being at Childeric and how proud they are of it. Their spiritual, moral, social and cultural development is good in this cohesive,

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harmonious, highly diverse school. Pupils develop confidence and willingly and responsibly help in many ways. School ambassadors welcome visitors and proudly show them around. Young interpreters play a significant role in welcoming and befriending new pupils who may not have been in England long. Although a small minority of pupils have significant emotional, social and behavioural difficulties, good support helps them manage their behaviour sensibly. Behaviour is good overall. Pupils develop positive attitudes to health through eating a balanced diet and taking regular exercise. They are positive about their work. One pupil said, 'We really want to work hard and improve our learning.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Care, guidance and support are good, enabling pupils to progress well and develop positive attitudes to health, safety and behaviour. Pupils who arrive mid-year settle quickly because of very effective induction arrangements. New pupils were seen working well with others, engaging and taking an active part in school life. The school's use of pupils as 'Young interpreters' encourages their contribution and is of great benefit to

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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pupils and families. Other support for families successfully helps them guide their children in life and learning. This has been at the heart of the improvement in the school's attendance figures, the impact of which is seen in Years 5 and 6, where attendance is good. Pupils with special educational needs and/or disabilities, including those with challenging behaviour, are supported very well.

An effective curriculum engages pupils well. A strong emphasis on speaking and listening helps all pupils to develop and improve their English. Visits and visitors, which are planned into each topic, widen pupils' experiences and add to their interest and enjoyment. All required areas of the curriculum are covered well and enriched by many clubs and activities such as the choir.

The school has good systems to evaluate the quality of classroom practice. Teaching is good overall but strongest in Years 5 and 6. Lessons are well planned and prepared. Teachers keep pupils well motivated so that they apply themselves diligently to tasks. Pupils respond well to the emphasis on speaking and listening. This was clearly evident in their enjoyment of the work in art and science. Most staff adapt materials and tasks successfully to help all groups of pupils make good progress. Nevertheless, there are still occasions when pupils' specific learning needs are not given enough consideration. This, in turn, prevents the learning of some individuals being as fast as it could be. Most pupils know and understand their targets for learning and are increasingly confident in taking the next steps to improve their work.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers use their accurate monitoring and evaluation well to focus, plan for, and implement school development. Recent improvements are already having a positive impact on pupils' progress, on attendance, and on parental involvement. The monitoring and evaluation of teaching is rigorous and the findings are used effectively to organise the deployment of staff to maximise strengths.

Procedures and policies for safeguarding pupils' health and safety are thorough and robust. The new building provides a safe environment which is suitable for all pupils whatever their needs, and is very conducive to learning. The reorganisation of the playground and the wise management of play and lunch times promotes the health and safety of all pupils. The creation of new posts to support and guide pupils and families is already contributing well to pupils' progress and well-being, successfully helping families

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integrate into the community. The school has a clear and accurate understanding of its local community, is implementing an effective plan for promoting community cohesion and is using its evaluation effectively to develop this further both internationally and nationally.

Governors are highly experienced and committed. They visit, support and challenge the school well. Partnerships with other professionals such as speech therapists, social workers and the police effectively support and help pupils and families. The impact of the senior leaders' drive and ambition for the school is already having a positive impact on the pupils' behaviour, attendance and overall personal development. The school is totally committed to ensuring that all pupils do as well as possible from whatever their starting points.

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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage has improved significantly since the last inspection. Its leaders and managers have a clear understanding of child development, national requirements and the importance of children developing their speech and language. The school has used its resources effectively in appointing an additional teaching assistant to promote children's use of language. All staff keep this as a top priority. Children starting Nursery this year have greater knowledge, skills and experience than previous entrants. This is still lower than expectations for this age, however. Many have very limited English and low levels of confidence and independence. All groups make good progress because they engage well in a range of practical activities and are supported and encouraged effectively by staff. Children particularly enjoy working on computers,

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singing and dancing outside and playing with sand and water. The Nursery is especially spacious and well organised. Resources and activities are attractive, interesting and accessible both inside and outside. Staff interact extremely well to encourage good behaviour, independence, language and learning.

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

Several parents who returned questionnaires left the answers to some questions blank. The majority of responses were positive, with parents particularly pleased with their child's overall experience of the school. A few parents expressed concerns about aspects of care and behaviour. The inspection team investigated these concerns and found care to be good overall. Although a few pupils have significantly challenging behaviour, this is managed well and any negative impact is minimised effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Childeric 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	61	18	35	1	2	0	0
The school keeps my child safe	28	55	19	37	2	4	0	0
The school informs me about my child's progress	29	57	18	35	1	2	1	2
My child is making enough progress at this school	21	41	24	47	3	6	2	4
The teaching is good at this school	28	55	19	37	4	8	0	0
The school helps me to support my child's learning	29	57	18	35	2	4	1	2
The school helps my child to have a healthy lifestyle	19	37	28	55	2	4	1	2
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)	18	35	25	49	3	6	0	0
The school meets my child's particular needs	18	35	21	41	4	8	3	6
The school deals effectively with unacceptable behaviour	23	45	21	41	2	4	3	6
The school takes account of my suggestions and concerns	18	35	20	39	4	8	1	2
The school is led and managed effectively	20	39	28	55	1	2	0	0
Overall, I am happy with my child's experience at this school	30	59	15	29	1	2	2	4

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



14 December 2009

Dear Pupils

Inspection of Childeric Primary School, Lewisham SE14 8DG

Thank you for being so friendly and welcoming when we visited your school recently. We enjoyed seeing you work and play. We especially enjoyed having lunch with many of you. The things you told us about your school really helped us with our work ' thank you.

We saw many good things in your school. Nearly all of you behave very well and those who find this difficult are supported and guided successfully. You all contribute well to your school by helping others, singing in the community and serving as young interpreters, school ambassadors or on the school council. You make good progress in your learning because teaching is good and the curriculum (that is, what you learn about) is interesting and relevant for you all. Staff know you all well. They work effectively together and with other people such as speech therapists, social workers and the police to care for you and to support you all.

However, sometimes because some of you are new to the school or are still learning English, you do not all make enough progress in gaining all the skills you need to help you in secondary school. Test results at the end of Year 6 are still too low. Because of this, we have asked your teachers to do some things to help you do better in tests.

These are:

- make sure that in all lessons the tasks and activities take into account the way you learn best
- work further with your parents to make attendance even better
- provide more opportunities for you to help others and make a difference nationally and internationally.

You can help by continuing to behave well and work hard and by asking staff how you can improve your learning if you are not completely sure.

With best wishes to you and your families,

Yours sincerely

Jo Curd

Lead Inspector

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