

Eardley School

Inspection report

Unique Reference Number	101004
Local Authority	Wandsworth
Inspection number	335638
Inspection dates	15–16 June 2010
Reporting inspector	Barbara Atcheson

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	512
Appropriate authority	The governing body
Chair	Paul Thomas
Headteacher	Andrew Marks
Date of previous school inspection	30 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 31 lessons and observed 17 teachers. They also held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies, minutes of governors' meetings, planning documents, pupils' work and questionnaires returned from pupils, staff and 80 parents and carers.

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

- pupils' achievement in writing and the progress of all groups of pupils
- the progress of pupils in Years 1 and 2
- progress in the Early Years Foundation Stage and the balance of adult-led and child-initiated activities both in and out of doors.

Information about the school

This primary school is larger than average. Over three quarters of the pupils are from a range of minority ethnic groups. The largest group, just under one third, is of Black African heritage. One tenth of the pupils are of White British heritage. Half of the pupils are learning to speak English as an additional language. The proportion of pupils eligible for free school meals is above average. More than one third of the pupils have special educational needs and/or disabilities. Their needs mainly relate to speech, language and communication difficulties, emotional and social difficulties or autism. Children enter the Early Years Foundation Stage into a Nursery and three Reception classes.

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

The school provides a good education for its pupils. The care, guidance and support that pupils receive are outstanding and accordingly pupils behave well, have good relationships with adults and other pupils and respect each other's achievements. This very diverse, but cohesive community provides a warm, welcoming, stimulating environment where pupils feel cared for, safe, secure and ready to learn. The school has shown good improvement since it was last inspected. The outstanding drive and ambition of the headteacher and leaders at all levels, coupled with the total commitment of the staff, has moved the school rapidly and securely from a pattern of persistent underachievement at the end of Year 6 to one of average attainment. Although the quality of teaching varies with the levels of teachers' experience, it is good overall and there are many examples of outstanding practice. Teachers set their pupils challenging targets. They keep a close check on pupils' progress and ensure that learning is tailor-made. The high level of support for those pupils who have particular barriers to their learning is matched precisely to their needs. Consequently, all pupils regardless of their gender, ability or ethnicity continue to make good progress from starting points that are well below those expected. This concerted action to raise standards, based on the school's clear and accurate review of its performance, demonstrates the school's good capacity to continue improving. However, although improvements are secure they have taken place over a relatively short period of time. The school is not complacent and realises there is still work to do to continue to build on this success in the pursuit of excellence.

In the Early Years Foundation Stage, good relationships with parents and carers, combined with a warm welcoming environment help children to settle quickly and enjoy what is on offer. Staff are meticulous in the many assessments they make of children's learning. However, these are not always used effectively to plan learning experiences that are closely matched to children's different learning needs. As a result, in some sessions children do not make the progress of which they are capable. There is a good range of activities on offer, although these are not always as purposeful as they might be. Sometimes there are more adult-led activities that are limiting rather than opportunities for children to practise, explore and make their own choices.

Pupils say that they enjoy school and the majority come to school regularly. The school has robust procedures to improve attendance. However, it does not always receive the cooperation it might expect from all parents and carers. Consequently there is a core of persistent absentees who require accelerated programmes of work to close the learning gaps that this creates.

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What does the school need to do to improve further?

- By September 2011, accelerate outcomes in the Early Years Foundation Stage by ensuring that:
 - assessment is used effectively to plan activities, both in and out of doors, that are more closely matched to children's learning needs
 - all activities are purposeful and that there is a balance of opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves.
- By September 2011, improve the attendance of all pupils and particularly those who are persistent absentees by continuing to work with all those responsible to ensure that they attend more regularly.

Outcomes for individuals and groups of pupils

2

Pupils make good progress because, overall, their class teachers keep a close check on the progress of individual pupils and groups of pupils so that any underachievement is quickly identified and work is tailored to the pupils' needs. A good example of this was seen in a Year 1 and 2 literacy lesson where the teacher's detailed knowledge of pupils' abilities had enabled her to structure their learning accurately. The pace of learning was fast because pupils were building firmly on a secure foundation. No time was lost because the teacher moved their learning on quickly, giving them small steps and helpful strategies so that they could work independently to produce a description of the character in their story and write about the setting they had chosen.

Mathematics, which was once a weakness, is now a strength following the school's work to improve attainment and accelerate progress. By the end of Year 6, it is pupils who speak English as an additional language, Black Somali pupils and pupils eligible for free school meals who have made the most progress in mathematics, whereas Black Africans, who have not performed as well as others in mathematics, do better in writing, along with pupils of White British heritage. Pupils who have special educational needs and/or disabilities receive good support and make good progress. Teaching assistants are skilled in structuring the small steps that help pupils build on what they have already learnt.

Pupils work and play harmoniously and come to school regularly. Because of the high level of care and guidance, behaviour is good despite the number of pupils who have behavioural difficulties. Pupils say there is very little bullying and know that there will always be someone who will listen to them. Pupils are knowledgeable about how to stay safe and have good understanding of how to lead healthy lifestyles. They enjoy a healthy choice at lunchtime and fruit for their break. They are proud to be members of the school council and enjoyed raising money for equipment in the playground.

These are the grades for pupils' outcomes

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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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The pace of learning in lessons is good because teachers know their pupils well. They plan activities that build on previous learning and maintain pupils' interest and motivation. Procedures for keeping track of pupils' learning are highly effective in accelerating learning. However, the use of assessment for learning in lessons is variable, often reflecting the teachers' levels of experience. Where it is best, teachers use questions to probe pupils' understanding and analyse their responses. Teachers are skilled at transmitting their passion for learning. In a Year 3 class, even though the teacher and the pupils were tired from their experiences at school camp, the teacher's high expectations and infectious enthusiasm spurred the pupils on. She used her own good knowledge and understanding well to extend pupils' language skills as they discussed their book reviews using colourful adjectives such as 'riveting' and 'amazing', and rehearsed their ideas before moving on to their written task.

Pupils make good progress because the curriculum is well matched to their individual needs and creative opportunities such as dance gives an outlet to pupils who find it difficult to express themselves. Experiences such as those inspired by a visiting artist during 'Refugee Week' enable vulnerable pupils, who have had first-hand experience of being a refugee, to tell their own story. It is this sharing of cultural diversity which strengthens pupils' awareness and understanding of their own and others' beliefs and ensures that they have a high level of respect and compassion. Pupils enjoy the

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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appropriate range of clubs on offer. At the time of the inspection many were away on school camp. This provides pupils with very different opportunities, such as potholing and a chance to take more responsibility for their own personal development and well-being. The high priority that the school places on care, guidance and support ensures equality of opportunity. Staff work extremely well together to provide a secure environment for all pupils, particularly the most vulnerable. The school plays a leading role within the borough's mental health services for children through its counselling and small group work for pupils who have emotional difficulties. Support for pupils who speak English as additional language is exemplary, from small tuition groups for those who have newly arrived in the country to excellent coordination of the teaching assistants who work alongside pupils in class. Pupils who have special educational needs and/or disabilities benefit from the good support of teaching assistants who are skilled at adapting the work to the pupils' interests and capabilities and encouraging their language development and concentration.

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	1

How effective are leadership and management?

The headteacher's clear vision and passion for improvement is shared by the school community. Leadership and management are distributed across all levels of the school and, because there is such a high level of commitment and unity, the school has a powerful tool for improvement which has enabled it to build on its success. All teachers are held to account through pupil progress meetings, where the school's accurate tracking system highlights any underperformance. This, together with the school's outstanding care and guidance for all pupils, ensures that the school's provision to secure equal opportunities and tackle discrimination is outstanding. Good relationships with parents and carers support pupils' learning in a positive way and the school works hard to find ways to support those who are new to the country. The school's performance is monitored and evaluated rigorously and systematically and monitoring data are used carefully to make highly detailed and effective plans for improvement. Senior leaders work hard to coach teachers, celebrate success and share good practice. As a result, the quality of teaching and learning is good.

Governors make sure that they are well informed and they challenge and support where and when necessary. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of

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adults to work with children are thorough and child protection arrangements are secure and updated regularly. The school's strategy to promote community cohesion has ensured that pupils learn from each other within the rich diversity of the school population. However, the school recognises that not enough has been done to ensure that pupils appreciate and know about the lives of those who live in other parts of the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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	2

Early Years Foundation Stage

Children are well cared for, settled and happy. They make satisfactory progress in their learning from starting points that are well below age-related expectations. The majority enter Year 1 attaining below and some well below the levels expected for their age. Children behave well and demonstrate a clear understanding of how to stay safe. They enjoy each other's company and readily engage in activities set out by adults. However, there are missed opportunities to extend children's talk and to encourage the sharing of ideas and taking responsibility for small tasks. Use of the outdoor area is difficult, because although the nursery has its own outdoor area, the Reception classes do not have direct access to the outside. Children, particularly boys, enjoy riding around on scooters outside and playing in the small sandpit. However, not all of the activities are purposeful and some are under-resourced. Safeguarding procedures are securely in place. Adults work well with parents, carers and outside agencies to meet the needs of children. The leader is committed to the care of the children and her staffing team who are very diligent in the collection and recording of a wealth of learning observations about the children in their care. However, the use of this assessment information is not

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always rigorously focused on helping children to make good progress in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The relatively small number of questionnaires returned reflects the number of pupils who were away on school camp over the course of the inspection. However, those parents and carers who did respond expressed mostly positive views about the school. They are very happy with all that the school provides and particularly pleased with the welcoming, caring ethos. Evidence from the inspection supports parents' and carers' views that children really enjoy school, teaching is good and the school is led and managed effectively. The low number of individual concerns did not fall into any particular pattern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eardley 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 512 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	46	38	48	3	4	0	0
The school keeps my child safe	37	46	40	50	2	3	1	1
The school informs me about my child's progress	44	55	30	38	4	5	1	1
My child is making enough progress at this school	27	34	47	59	3	4	1	1
The teaching is good at this school	41	51	35	44	3	4	0	0
The school helps me to support my child's learning	37	46	39	49	3	4	1	1
The school helps my child to have a healthy lifestyle	27	34	47	59	3	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)	25	31	47	59	3	4	0	0
The school meets my child's particular needs	32	40	42	53	2	3	1	1
The school deals effectively with unacceptable behaviour	20	25	52	65	5	6	0	0
The school takes account of my suggestions and concerns	20	25	53	66	3	4	1	1
The school is led and managed effectively	34	43	45	56	1	1	0	0
Overall, I am happy with my child's experience at this school	42	53	35	44	2	3	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.



17 June 2010

Dear Pupils

Inspection of Eardley School, Streatham SW16 6DS

Thank you for being so friendly when we came to your school. We enjoyed visiting your lessons and talking to you. You really helped us. We think your school gives you a good standard of education and there are lots of things your school does very well. These are the main things that helped us come to this conclusion.

- The Nursery and Reception classes give children a happy and settled start to their school life.
- You really enjoy school, behave very well and come to school regularly.
- Teaching is good. Teachers work hard to make learning fun and involve everyone properly
- You work hard in lessons and make good progress, especially in your personal development.
- The school provides exciting lessons and an interesting range of extra activities.
- You have a good understanding of healthy lifestyles and know how to keep safe.
- The teachers look after you very well.
- Your headteacher and staff are keen that you do well and have made sure that the school is safe and they are working hard to make learning better for you.

We have asked the school to do two things.

- It should make sure that Nursery and Reception children have the right level of work so that they can always do their best. It should also make sure that tasks are meaningful and give children as much opportunity to find things out for themselves as they have to work with adults.
- It should make sure that you all come to school regularly.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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