

Sellincourt Primary School

Inspection report

Unique Reference Number	101019
Local Authority	Wandsworth
Inspection number	335644
Inspection dates	13–14 July 2010
Reporting inspector	Jane Chesterfield

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	470
Appropriate authority	The governing body
Chair	Graham Callaghan
Headteacher	J Barrett
Date of previous school inspection	25 June 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 20 lessons taught by 16 teachers. They held meetings with pupils, governors and staff. Inspectors looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governors' meetings. Questionnaires completed by staff, pupils and 89 parents and carers were analysed.

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

- the current picture of attainment and progress across the school
- how well teachers meet the differing needs of all learners in their classes
- how effectively leaders and managers at all levels monitor, develop and support teaching and progress.
- how well support for pupils with additional needs helps them overcome their barriers to learning

Information about the school

Sellincourt Primary is a large school serving a culturally diverse area of south London. Most of the pupils are from minority ethnic backgrounds, and more than half speak English as an additional language. These figures are high compared with the national picture. The proportion of pupils known to be eligible for free school meals is just above average. About a third of pupils have special educational needs and/or disabilities, which is above average. These needs are mainly moderate learning difficulties or speech and language difficulties. The proportion of pupils with a statement of special educational needs is above average. The school runs a unit (HIU) for 12 deaf pupils on roll. Early Years Foundation Stage provision is offered in the Nursery and Reception classes. There is also childcare provision on site which is run by a private provider and subject to a separate inspection. The school has gained a number of awards and has Healthy Schools status.

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

Sellincourt Primary is a good school which has improved since its last inspection. Standards have risen at all key stages and pupils make good progress through the school. Parents and carers are very satisfied with the inclusive nature of the school and what it offers their children. One parent commented, 'The school staff work extremely hard to provide a challenging and exciting environment with many extras.' Another felt that their child 'has been given the chance to take part in some amazing activities and has flourished academically'. Pupils too are very happy at school, and are full of praise for the outstanding enrichment opportunities available to them through the creative and innovative curriculum.

Thanks to the good pastoral care, pupils feel very safe at school and are confident about turning to adults if they have a problem. They know the difference between right and wrong and are keen to take on responsibility around the school. They get on well with one another and respect others from different backgrounds. Children enter the Nursery with a level of skills that is generally low compared with typical expectations for their age. They make good progress in the Nursery and Reception classes to reach a level of attainment that is often above average. However, their attainment in communication, language and literacy is lower than in other areas of learning because of the high proportion who are at the early stages of learning English. As a result of this good start, attainment is improving throughout the school and has risen year on year since the last inspection. Attainment is broadly average, although this year pupils reached above average attainment in English and mathematics by the time they left the school. The school has identified that girls, while reaching average standards in mathematics, are not achieving as highly as boys in this subject because they lack confidence in their abilities. The school is working hard to tackle this issue. Pupils in the HIU make outstanding progress from their starting points, thanks to excellent teaching and support. However, a small minority of pupils with moderate learning difficulties or speech and language difficulties are making only satisfactory progress compared with the good progress of their classmates, because the support they receive is not well enough targeted at their particular needs.

The school has worked hard to improve the quality and consistency of teaching since the last inspection, and this has enabled pupils to make better progress. In particular, good tracking of pupils' progress means that lessons are well planned and tasks well targeted to meet the needs of most pupils, especially the more able and the gifted and talented. However, targets for pupils are over-complicated and marking does not give pupils enough guidance on how to improve their work. The steady and sustainable improvement made by the school since the last inspection has been down to the good

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quality of its leadership. The headteacher and senior staff have high ambitions for the school and have carried the staff and the school community with them. Provision and outcomes have improved considerably since the last inspection, and school self-evaluation is realistic and accurate, so the school has a clear picture of its strengths and weaknesses. School development planning is well focused on the correct priorities for the future. As a result, the school has a good capacity for further continuous improvement.

What does the school need to do to improve further?

- Ensure that all pupils with special educational needs and/or disabilities make the progress of which they are capable by:
 - focusing support in and out of class more closely on pupils' individual needs.
 - making more frequent use of assessment information to target additional support
- Raise the attainment of girls in mathematics to match that of boys by:
 - improving the quality of marking and guidance from class teachers
 - tailoring additional support for girls more closely to their needs.
- Improve the quality of teaching and assessment by:
 - simplifying processes for setting targets
 - ensuring marking gives pupils clear guidance on how to improve.

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

The work seen in lessons and in pupils' books confirms that attainment across the school is broadly average and that most pupils are making good progress. Pupils have positive attitudes, and are ready and willing to learn. In a Year 2 English lesson, for example, all were keen to come up with exciting adjectives to describe African animals, and were eager for their ideas to be written up on the board. Pupils say that they like doing practical tasks and having the chance to think things out for themselves. In a Year 5 mathematics lesson, pupils were very motivated by being asked to plan and cost out a party on a limited budget. Many, mainly boys, had quickly grasped the notion that they would need to prioritise their spending according to what they thought they and their friends would most like to eat and do. 'You can't have a birthday party without a birthday cake!' said one, putting this at the top of the list. Older pupils in particular show a maturity and thoughtfulness in their discussion. In a Year 6 sex and relationships lesson, pupils felt able to talk candidly in a supportive environment about their moods and what made them annoyed in their family relationships.

Pupils much enjoy school, and this is evident in their improved attendance. Their behaviour is good in class, around the school and in the playground, where they share the limited space available sensibly and considerately. Occasionally in lessons, if introductions last too long, pupils become passive and less focused on their learning.

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Pupils are happy to take on responsibility, and the school council makes a good contribution to improving the school environment. Other pupils regularly visit a local home for the elderly and play board games with the residents. Pupils show a good understanding of how to keep themselves safe, particularly online, and of how to live a healthy lifestyle, reflected in the Healthy Schools award. They are adequately prepared for moving on to secondary school.

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	3
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?

The overall quality of teaching has improved since the last inspection, and this has had a positive impact on pupils' attainment and progress. Teachers set high standards for behaviour, and manage it consistently well. They plan lessons carefully and make sure that work is well targeted to challenge learners of different abilities. Lessons have a good pace and energy, so that pupils are enthused and inspired. Teachers make good use of resources, particularly visual aids such as the interactive whiteboard, and this is especially helpful to the high proportion of pupils who speak English as an additional language. Some excellent examples of this were seen in teaching in the hearing

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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impaired unit. Occasionally, teachers spend too long introducing lessons, and pupils say that as a result they forget what they were told at the beginning. Teachers use assessment well to track pupils' progress to inform their planning, and to check how well pupils understand what they are being taught during lessons. However, most marking tends to be focused on encouraging pupils rather than directing them to the next steps in their learning. Pupils are often unsure about what they need to do to make more progress as their targets are not clear enough.

Pupils enjoy a well-balanced curriculum which rightly focuses on literacy and numeracy, but includes some excellent opportunities for enrichment. Pupils get the chance to take part in activities which otherwise they might never experience, such as horse riding or dry slope skiing, as well as learning practical life skills such as cooking and gardening. Sport, music and drama all have a high profile in the school, and many pupils learn to play instruments. The school is aptly working on developing more links between subjects and reviewing its provision in science and information and communication technology (ICT), where it has invested in an exciting range of new equipment.

Pupils are well cared for in the school, and the school makes excellent use of outside services such as counselling, and behavioural and health specialists to support pupils and their families. The HIU provides excellent support for its pupils through regular assessment and tracking of their progress to provide them with extra help, which is individually tailored to their needs. Support for other pupils with special educational needs and/or disabilities is not always so effective. Their progress is not always assessed frequently enough, and sometimes additional support is not always matched closely enough to their specific needs. This means that some do not make the progress that they could.

These are the grades for the quality of provision

The quality of teaching	2
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	2

How effective are leadership and management?

The headteacher and senior staff are committed to giving their pupils the best possible start to their education, and have worked hard since the last inspection to move the school forward. Most staff with leadership responsibilities are experienced and have a good understanding of how to bring about further improvement. Good improvement in tracking systems has meant that staff at all levels now have a better insight into the progress of their pupils, and are held accountable by senior leaders for the performance of their classes. Governors too are kept well informed, and know what the school needs

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to do to improve. They provide the school with a good balance of support and challenge. Arrangements for safeguarding are robust. Required checks on adults who come into contact with pupils are carried out, and risk assessments are thorough. Procedures for child protection are stringent, and staff training is up to date.

The school works hard to tackle discrimination, and understands that it needs to do more to ensure that all pupils make good progress. It tracks the performance of different groups of pupils carefully and is working to reduce gaps in attainment and progress. The school has good links with parents and carers, and does its best to involve them in its daily life. During the school's recent focus week on Africa, for example, a group of Somali parents and carers made a significant contribution to the success of the activities. Partnerships are used outstandingly well to give pupils opportunities they may not otherwise experience, or to give them specialist support not available in the school. The school makes a good contribution to community cohesion. It draws together the many different cultures which make up the school and local community and helps them to get to know one another. It is developing exciting links with schools elsewhere in the country and abroad, to help pupils to understand the different circumstances in which other children live and learn.

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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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 make good progress in the Early Years Foundation Stage. Staff work hard to promote their personal, social and emotional development, and relationships between adults and children are very supportive. Communication, language and literacy skills

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have rightly been identified as a priority for development, and staff make sure that they offer good opportunities for speaking and listening. However, their interactions with the children are not always planned carefully enough to enable them to reach the next stage in their learning. There is a good balance of adult-led and child-initiated activities, and of indoor and outdoor learning. Staff provide a good range of activities covering all the areas of learning, but the resources used outdoors are old and worn, and are not inviting or inspiring for the children. Indoors there are some imaginative and stimulating opportunities which children want to try out. In one Reception class, for example, children enjoyed role play in the garden centre, whilst in the other class, children were keen to use the interactive whiteboard to draw pictures.

The Early Years Foundation Stage is well led. Links with parents and carers are good, and they are very happy with the start their children have made to their education. There are good systems for assessment, which feed into planning, and good attention is given to children's welfare and well-being. The leadership has a good understanding of the strengths of the provision, and knows what it needs to do to improve further.

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

Most parents and carers who responded to the questionnaire were happy with the school and what it offers their children. In particular, almost all felt that their children enjoyed school and that the school kept their children safe. A few felt that the school did not ensure that their children are well-prepared for the future, or that the school did not meet their children's particular needs. Inspectors investigated these concerns but only partly upheld them. The school prepares pupils adequately for moving on to secondary school. The needs of most pupils are well met, but inspectors found that a few pupils with special educational needs and/or disabilities are not making the progress that they should.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sellincourt 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 470 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	61	32	36	3	3	0	0
The school keeps my child safe	50	56	35	39	1	1	0	0
The school informs me about my child's progress	42	47	42	47	5	6	0	0
My child is making enough progress at this school	41	46	41	46	6	7	0	0
The teaching is good at this school	49	55	32	36	4	4	0	0
The school helps me to support my child's learning	38	43	44	49	6	7	1	1
The school helps my child to have a healthy lifestyle	50	56	35	39	3	3	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)	35	39	38	43	9	10	0	0
The school meets my child's particular needs	31	35	48	54	7	8	0	0
The school deals effectively with unacceptable behaviour	35	39	46	52	3	3	1	1
The school takes account of my suggestions and concerns	25	28	51	57	5	6	1	1
The school is led and managed effectively	41	46	36	40	1	1	4	4
Overall, I am happy with my child's experience at this school	50	54	31	35	5	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.



15 July 2010

Dear Pupils

Inspection of Sellincourt Primary School, London SW17 9SA

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is giving you a good education, and that it has improved a lot since the last inspection. These are just some of the things we liked about your school.

- You are making good progress in your lessons, because you are well taught.
- You enjoy coming to school and your attendance has really improved this year.
- You behave well and you are happy to take on responsibility.
- You have very good relationships with one another and your teachers, and you are very respectful of one another's different backgrounds.
- You feel safe and secure at school, thanks to the efforts of your teachers.
- You enjoy an excellent range of extra activities and opportunities.
- The senior leaders are doing a good job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that those of you who need extra help have support which is always well matched to your needs.
- Help the girls to do as well as the boys in mathematics.
- Give you clear targets for improving your work and plenty of guidance on how to do this.

You can help by always asking if there is anything you don't understand in lessons or when your work is marked.

Yours sincerely

Jane Chesterfield

Lead inspector

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