

# Selwyn Primary School

## Inspection report

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<b>Unique Reference Number</b>	102754
<b>Local Authority</b>	
<b>Inspection number</b>	335964
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Joy Considine

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	507
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Keeling
<b>Headteacher</b>	Mrs Emma Nicholls
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	Cecil Road London E13 0LX
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## Introduction

This inspection was carried out by four additional inspectors. Twenty lessons taught by fifteen teachers were seen. Approximately 60% of time was spent looking at lessons, pupils' work and assessment information. Inspectors looked at the school's work, the school improvement plan, pupils' work, minutes from governors' meetings and other documentation relevant to the inspection. The outcomes of 327 questionnaires from parents and carers were analysed along with 80 pupil and 25 staff questionnaires.

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

- the rate of improvement since the last inspection
- the progress that pupils make in English and mathematics
- the impact of the strategies the school has put in place to close the gap between attainment in English and mathematics
- how well the creative curriculum promotes pupils' academic as well as personal development
- the impact of significant partnerships.

## Information about the school

This larger-than-average primary school serves the local population. The proportion of pupils who are normally entitled to free school meals is above average, although currently all pupils are entitled to free school meals as part of a local authority pilot project. The proportion of pupils from minority ethnic groups and who speak English as an additional language is much higher than usual. The largest groups are those from India, Pakistan, Bangladesh or Africa. The proportion of pupils who have special educational needs and/or disabilities is higher than usual. Their needs are mainly specific learning difficulties such as dyslexia or hearing impairments. There is provision for pupils who are hearing impaired on site. The number of pupils who leave or join the school mid-term is higher than usual. The school has achieved a number of awards, including Healthy School, Primary Quality Mark and Investors in People.

**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**

**1**

## Main findings

'Selwyn Primary School is a vibrant and welcoming place where my children want to learn', is how one parent described the school. The school has made significant improvements since the last inspection and is now good. This has been achieved by a relentless focus on raising expectations and this is evident in the outcomes for pupils which are outstanding overall. There is a shared vision amongst the adults to provide pupils with experiences in and out of school that will leave them well equipped for the next stage of their education, and they thoroughly enjoy their primary education.

Children get off to an excellent start because of the provision in the Early Years Foundation Stage, which is now outstanding. Owing to initiatives to improve the quality of writing, the gap between attainment in English and mathematics at Key Stage 2 is closing rapidly. However, there are still some missed opportunities for pupils to progress their writing skills in some other subjects such as history or religious education. Staff throughout the school provide outstanding support and guidance for pupils so that they feel safe, secure and well cared for. Pupils of all nationalities get on well together. The pupils who have a hearing impairment or complex needs are fully integrated into the life of the school. Pupils are mature and thoughtful and behave well in lessons and around the school. They readily adopt healthy lifestyles and comment favourably on the quality of school meals. Pupils have a strong sense of belonging to their school and their place in the local community and they enjoy the opportunities this offers. For example, the school council agreed a set of rules for the playground and all year groups visit places of worship representing different faith groups.

While the quality of teaching is good, there are still some small variations in practice. Marking does not consistently inform all pupils about how to improve their work. The work in some lessons is not challenging enough for certain groups of pupils and progress slows. The overall curriculum is good but in some subjects such as history and geography there is not always enough progression in skills so that pupils do not always know how much they are learning.

School leaders at all levels have an excellent understanding of the strengths and weaknesses of the school as a result of rigorous monitoring and self-evaluation. They have been decisive in taking appropriate action to bring about improvement. Following a persistent drive to raise standards, attainment in English, mathematics and science has been rising steadily; standards are now average and progress is good. This is due to the improvements in the quality of teaching and improved assessment systems led by senior leaders in the school. Procedures for managing the performance of staff and providing appropriate professional development are used exceptionally well and this has been instrumental in improving the quality of provision, which is now outstanding. Subject

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leaders have a thorough understanding of their roles as a result of focused training to develop their skills. The school has outstanding capacity for further improvement.

## What does the school need to do to improve further?

- Ensure that all teaching is consistently good or better by:
  - making sure that all teachers mark work constructively by showing pupils what they have done well and what they need to do to further improve their work
  - providing additional guidance on how teachers can plan learning activities which are better matched to the learning needs of all pupils.
- Improve the curriculum further by identifying the specific skills in subjects, such as history and religious education, so that there is more continuity and progression and so that pupils understand how much progress they are making in these subjects.
- Provide more opportunities for pupils to write at length in subjects such as history and religious education to consolidate the good progress they have made in English.

## Outcomes for individuals and groups of pupils

**1**

The assessment information held by the school shows that pupils are on track to meet their aspirational targets at the end of Key Stage 2 in 2010. Most pupils make good progress in lessons because the teachers have high expectations and most provide challenging activities for them. Pupils who have special educational needs and/or disabilities make good progress because the support and resources provided for them are of high quality. Relationships between teachers and pupils in all lessons are good and pupils are keen to respond to questions and to take part in lessons. This was evident in one mathematics lesson in which the teacher asked pupils to physically move around to demonstrate the relationship between the points of the compass.

Pupils feel extremely safe and say, 'People are kind and caring at this school.' They enjoy adopting healthy lifestyles and appreciate the quality of school meals. Pupils speak enthusiastically about the quality of after-school clubs and the wide variety of physical activities available to them at playtimes. As a result of their work to promote healthy lifestyles for pupils, the school has been revalidated as a Healthy School. Pupils make an outstanding contribution to the school and wider community. They readily accept responsibility such as managing the healthy tuck shop at break time. They thoroughly enjoy working with pupils from other schools through events such as the 'E13' school council. Pupils' behaviour is outstanding. They are polite, helpful and welcoming and show respect to each other and to adults. They work and play well together and enjoy learning about the cultures of those from different backgrounds to themselves. Pupils are prepared well for their future because they are acquiring sound basic skills but also personal qualities that will enable them to work alongside others. Although the school actively promotes regular attendance, it remains satisfactory because a number of families take extended holidays to visit family overseas.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Pupils enjoy their lessons, and one said, 'Teachers teach us things that we didn't know, like stars are bigger than us.' This is because teachers provide a curriculum which is generally well matched to the needs of pupils and provides them with exciting and memorable experiences. The progress of some pupils is adversely affected where teachers do not plan appropriately challenging work for pupils. There is an increasingly creative approach to curriculum planning so that subjects link together and develop learning skills such as investigation, concentration and independence. However, specific skills in subjects such as history are insufficiently developed to provide greater progression in pupils' learning. In most lessons, teachers have high expectations of what pupils can achieve and they use interesting methods to capture pupils' interest. This was particularly evident in one lesson where the teacher used a space story to introduce the skill of drawing a graph to show the relationship between time and distance. All teachers set learning intentions so that pupils know what they are expected to learn and are able to self-evaluate their progress. There are some good examples of pupils responding to teachers' marking, but this is not yet established in all classes and restricts the progress

<sup>1</sup> 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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that some pupils make. The school provides outstanding care for pupils, who make good progress, including those with complex needs. This is because the school provides excellent support for pupils and their families. For example, learning mentors and highly skilled assistants work closely with pupils to develop specific skills according to their needs. There is a very well-equipped sensory room to provide additional stimulus such as light therapy. Additionally, three refurbished rooms provide specialist teaching areas for pupils with hearing impairments. The school actively ensures that all pupils have equal access to the wide programme of enrichment activities. For example, a carefully planned route to be taken by a wheelchair user when visiting Madame Tussaud's Museum allowed full inclusion. All pupils are able to learn to play a musical instrument through the good links the school has with the New London Orchestra.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

'The school has gone from strength to strength in every aspect of the children's lives right through from teaching to community involvement', is how one parent summed up the improvements made by the school. There is a drive and ambition to secure the highest possible quality of education for each and every child. Under the guidance of the headteacher, senior leaders have developed their skills, and are now fully involved in all aspects of evaluation and planning for improvements. Monitoring arrangements are thorough and this has led to marked improvements in the quality of teaching. Governors visit school regularly and they have a good understanding of the school's strengths and areas for development and provide a good balance of support and challenge to the school. They meet their statutory responsibilities, including that of making sure that all arrangements for safeguarding pupils are secure. The school values the excellent relationships with the local community and parents which support pupils' learning and well-being. For example, they have signposted training opportunities which have been instrumental in parents returning to work. The school's procedures to promote equality of opportunity are good because they ensure that all pupils have equal access to all activities. However, the small variations in the quality of teaching mean that a small number of pupils do not make as much progress as they might. The school is aware of this and is putting into place extra interventions. The school makes good provision for community cohesion through its links with local places of worship and the diverse cultural backgrounds of pupils and their families, and is now reaching out to create

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further links with schools in Canada, Uganda and Ghana.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Staff have created a very stimulating and delightful environment in which all children learn and flourish. Children enter the Nursery with skill levels well below those expected for their age, and some are at a very early stage of speaking English. As a result of outstanding teaching, children make very good progress so that by the time they leave Reception their skills are broadly as expected. Staff make very good use of assessment information to plan learning experiences that are very well matched to the learning needs of individual pupils. There is an excellent balance of teacher-led activities and those that children choose for themselves. This helps develop their self-confidence and independence. Staff care greatly for children and have their safety and well-being in mind at all times. Displays of children's work are imaginative and stimulating and reflect the value given to children. The outstanding leader successfully pursues a relentless drive for high achievement and is supported by a strong and dedicated team who work hard to ensure that all children achieve their very best.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are very supportive of the school and this is reflected in the high response rate to the questionnaires. Many parents and carers comment on the improvements since the last inspection and they feel welcome in school. Several parents and carers commented on the strong leadership of the headteacher and the availability of staff at the start and the end of the school day. A very few felt that the school does not deal with unacceptable behaviour effectively, but inspectors found pupils' behaviour to be exemplary at all times.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selwyn 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 327 completed questionnaires by the end of the on-site inspection. In total, there are 507 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	223	68	96	29	2	1	1	0
The school keeps my child safe	207	63	112	34	4	1	0	0
The school informs me about my child's progress	198	61	119	36	4	1	0	0
My child is making enough progress at this school	154	47	160	49	7	2	0	0
The teaching is good at this school	164	50	150	46	7	2	0	0
The school helps me to support my child's learning	161	49	148	45	13	4	1	0
The school helps my child to have a healthy lifestyle	179	55	134	41	4	1	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)	137	42	159	49	8	2	1	0
The school meets my child's particular needs	131	40	180	55	7	2	0	0
The school deals effectively with unacceptable behaviour	138	42	164	50	12	4	0	0
The school takes account of my suggestions and concerns	121	37	171	52	15	5	0	0
The school is led and managed effectively	183	56	131	40	2	1	0	0
Overall, I am happy with my child's experience at this school	190	58	124	38	8	2	0	0

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



5 March 2010

Dear Pupils

Inspection of Selwyn Primary School, London E13 0LX

Thank you for making me and my colleagues so welcome when we visited your school. Yours is a good school and has improved greatly since the last inspection.

We really enjoyed meeting you all and hearing about some of the lovely things that are happening. We enjoyed visiting your classrooms and were very impressed by the work on display around the school. We were all very impressed with your excellent behaviour which we saw in lessons and in the playground. You are rightly proud of your school. However, there are some things which will make it even better and we have asked your teachers to:

- make sure that you all get work that is well matched to what you need to learn so that you can all make better progress
- make sure that when they mark your work, teachers inform you how well you have done and what you need to learn next
- plan subjects such as history in a way that ensures you all make good progress.

We know that you will all continue to work hard and help your teachers and school leaders to create an even better school, and wish you all the very best for the future.

Yours sincerely

Joy Considine

Lead inspector

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