

Ilderton Primary School

Inspection report

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|--------------------------------|------------------|
| Unique reference number | 100795 |
| Local authority | Southwark |
| Inspection number | 376460 |
| Inspection dates | 21–22 March 2012 |
| Lead inspector | John Anthony |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 340 |
| Appropriate authority | The governing body |
| Chair | Gilda Chambers |
| Headteacher | Liz Hills |
| Date of previous school inspection | 30 September – 1 st October 2008 |
| School address | Varcoe Road London SE16 3LA |
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|---------------------------|------------------|
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Introduction

Inspection team

| | |
|--------------------|----------------------|
| John Anthony | Additional inspector |
| Diana Shepherd | Additional inspector |
| Gillian Bosschaert | Additional inspector |

This inspection was carried out with two days' notice. The inspection team observed 22 lessons taught by 15 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils, and met informally with parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at strategic and curriculum planning, records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed 121 parents' and carers' questionnaire returns, as well as 30 from staff and 86 from pupils.

Information about the school

Ilderton Primary School is larger than the average-sized primary school. Its pupils come from a wide range of ethnic and social backgrounds. The largest ethnic groups are of White British, Black African or Black Caribbean heritage. Over a quarter of pupils speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is well above average. The proportion of disabled pupils and those who have special educational needs is higher than average. Their needs include pupils with moderate or specific learning difficulties, as well as speech, language and communication issues, and a few pupils with emotional or behavioural difficulties.

The school has been in a federation with another local primary school since 2007, and is managed by a head of school. Both schools are under the collective leadership of an executive headteacher. One governing body oversees both schools. The school runs a breakfast club from 8.00am, and an Early Bird club from 8.30am daily. One independent contractor provides an after-school club, which will be inspected separately.

The school is the holder of a Basic Skills Award, a Gold Artsmark, and a Platinum Sing Up Award.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- Ilderton is a good school. This is the view also expressed by most parents and carers. There is a trend of continuous improvement, but the school is not yet outstanding because teaching and pupils’ achievement are not outstanding. Pupils’ attainment by the end of Year 6 is well above average, although their attainment in reading is higher than in writing because marking does not consistently emphasise how to improve handwriting or spelling.
- Pupils’ social, moral, spiritual and cultural development is promoted well throughout the school, although opportunities for deepening their social perspectives through more reflective discussion during lessons are sometimes overlooked.
- Pupils’ behaviour is good, and often exemplary. They concentrate during lessons, settle down to tasks very quickly, and enjoy a positive and productive relationship with staff. A large majority of pupils said that they feel safe in the school, and most parents and carers agree that this is the case. A small minority of pupils expressed concerns about bullying, but the very large majority of parents and carers think the school deals with bullying effectively.
- The quality of teaching is good. Pupils say that this is because the teachers ‘make it fun for us to learn, you have targets, and you have to try to achieve them’. Teachers usually provide clear guidance in lessons, but sometimes the rationale behind tasks is not clearly enough explained.
- Leaders and managers, ably supported by the governing body, have established consistency in good teaching practice through performance management and well-planned professional development. Pupils receive a broad and varied education, a key feature of which is the extent to which the curriculum offers pupils the opportunity to participate in a wide range of skill-based activities.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to accelerate pupils’ progress in lessons through:

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- ensuring that pupils understand the next phase of a lesson before moving on to further tasks
- adjusting the pace of lessons to encourage more philosophical and wide-ranging discussions, so that pupils have more opportunities to influence the direction of a lesson in line with their own interests, whilst also practising and developing their communication skills.
- Improve pupils' standards in writing by:
 - providing more precision in marking, so that it explicitly describes what pupils have to do, individually, to improve, and ensuring that pupils respond
 - encouraging higher standards of presentation, in particular through developing a more consistent approach to highlighting errors in writing, particularly in spelling, and improving presentation.

Main report

Achievement of pupils

Pupils' achievement is good, and most parents and carers agree, believing that their children make good progress in their education. One commented that her children 'are improving in their learning skills every day'. This was typical of the views expressed by parents and carers.

Children enter the Nursery with skill levels that are below those expected for their age. They make satisfactory progress through the Nursery, but better progress in Reception as they develop more confidence. This is evident, particularly, with the pupils who speak English as an additional language, who make good progress through the Early Years Foundation Stage but who still enter Key Stage 1 at below expected levels of attainment. Current data indicate that pupils make good progress through Key Stage 1, although their attainment in reading, writing and mathematics by the time they reach the end of Key Stage 1 broadly average. The trend over time shows that attainment in all subjects has been improving, but dipped in 2011 in Key Stage 1. This drop in attainment was reflected more significantly in numeracy, although reading remained close to national averages and was much improved on that in previous years.

The focus on developing pupils' reading, writing and communication skills is the driving force in pupils making more rapid progress in their learning in Key Stage 2. As one parent told inspectors, 'Due to the literacy programme which the school uses, my children could read by the age of four. I definitely think that the school helps develop the skills of my children.' Pupils learn well because they pay attention in lessons, work well together, and have very good attitudes to learning. Because pupils make good progress with their competency in reading, they are confident and well prepared to continue developing their learning in Year 3. Pupils are also willing to take on responsibility for their own learning, notably evident in a Year 3 guided reading session, where pupils with high levels of fluency had the confidence to help each other to overcome difficult passages. Good teaching continues to help pupils to

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accelerate their progress through each year group, so that by time they have reached the end of Year 6, pupils have attained well above average standards in mathematics and English, although they do better in reading than in writing. Disabled pupils and those with special educational needs also progress well in their learning throughout the school.

Quality of teaching

Most parents and carers informed inspectors that their children are taught well; in the words of one, 'The teachers give 100% to the children'. This was supported by inspection findings.

A finely structured pattern of teaching is consistently followed throughout the school, so that as pupils move from one year group to the next, they follow well-established and familiar learning processes. A step-by-step approach consolidates and reinforces pupils' learning steadily and incrementally, supported through initiatives such as, in the words of one pupil, 'Some great thing called early morning work'. Learning is boosted through a very well-coordinated structure of support, particularly through specific intervention work with groups, or on a one-to-one basis, which is designed to raise the attainment of potentially underachieving pupils. In one session, for example, highly focused and skilled guidance was helping a pupil to achieve a level of fluency in reading that was far in excess of what would otherwise be expected.

Teachers encourage pupils to participate in their learning and, as they move through the next steps in their learning, they learn the skills to help them reach the next stages in their education. They become confident in their own abilities and talents, and experience the pleasure of becoming accomplished in the basic skills as well as in other areas of their learning, for example through art and music. Pupils' consequent confidence in reading skills is reflected in other areas of the curriculum because they can quickly identify and follow the learning objectives. The very strong emphasis on reading, accompanied by detailed assessment and well-directed teaching support for slower readers, propels pupils' reading skills significantly.

Pupils say they always know what their targets are and that their learning 'works well' because 'they teach you a lot'. Assessment is used effectively and consistently throughout the school to celebrate success and to identify areas to improve; however, the quality of marking and guidance to pupils in their books is inconsistent, more notably in the correcting of spelling mistakes and in encouraging better presentation and sentence structure. Consequently, pupils achieve less well in writing at the higher levels. Teaching leads pupils more than they initiate their own ideas in learning, and some of the enthusiasm is more contrived than spontaneous; however, it generally promotes pupils' social, moral, spiritual and cultural development very well. An excellent example of this was seen in the development of pupils' creative skills in a Year 3 lesson through designing a marketing strategy for selling a product which incorporated the moral aspects of using persuasive writing to achieve success.

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Behaviour and safety of pupils

Behaviour is good over time, and most parents and carers agree. Pupils are usually attentive in lessons, work well with each other, and use their own initiative to move their own learning on when they have completed set tasks.

A large majority of pupils confirmed that behaviour is good and that the school deals well with any rare incidences of bullying. They say that behaviour is better in lessons than around the school, although inspectors saw no evidence of poor behaviour on the playground. Behaviour seen in lessons during the inspection was frequently exemplary. Teachers, who ensure that poor behaviour is rare, consistently enforce the school's policy of reacting very quickly to the possibility of low-level disruption. The school's inclusive policy seeks to avoid using exclusion as a remedy for bad behaviour, but rather works with families and the pupils to encourage improvement. Pupils informed inspectors that in their view, behaviour is improving.

Pupils are aware of the different types of bullying and, during discussions with inspectors, they explained that occasionally bullying occurs, but it is mainly teasing, name-calling and some pushing and shoving. Inspectors saw no evidence of this, but it appears that the behaviour of a few pupils has had a disproportionate effect on others. The school has a very clear focus on monitoring the behaviour of a few pupils with behavioural issues, and the large majority of pupils said that they are happy to come to school and that they feel safe. The overwhelming majority of parents and carers agreed that their children are safe at school. Attendance is improving, and is currently above average, reinforced particularly through the school's determined focus on improving punctuality.

During the inspection, pupils were courteous, calm and relaxed, and their personal relationships appeared generally very friendly. One pupil interrupted his reading to say 'thank you' to another who brought him his work book. In lessons pupils often encouraged and positively corrected each other; for example, one pupil politely reminding another who was trying to distract her, to 'stop that'. Appropriate behaviour and responsible attitudes to each other are emphasised during assemblies, which also promote pupils' social, moral, spiritual and cultural development.

Leadership and management

The headteacher and senior colleagues lead a highly committed staff team which, fully supported by members of the governing body, shares a determination to provide pupils with an outstanding learning experience, and which is disappointed that the school is not yet at that stage. A well-structured staff professional development programme, combined with the concerted drive to improve teaching has been instrumental in raising attainment. The school has formed a strong supportive relationship with parents and carers. A very large majority of whom have

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responded that the school responds well to their concerns and they are helped to support their children's learning. One typically commenting that: 'The school has run literacy workshops for parents, so that they can help their children with the school's literacy scheme. These workshops I found very useful in terms of reinforcing the concepts taught in school.'

The curriculum is broad and balanced. It is enriched through a range of educational visits and extra-curricular clubs, and provides outstanding opportunities for pupils to develop their musical and artistic talents, such as taking part in concerts with the Philharmonia Orchestra, putting on a production of Cinderella, and performing at the Royal Opera House. This, in turn, underpins the strong promotion of pupils' social, moral, spiritual and cultural development. The school has fostered a comprehensive range of partnerships with support agencies, has a strong commitment to fostering equality, evident in the good progress of all groups of pupils, and there is no evidence of discrimination. Safeguarding throughout the school meets statutory requirements. Improvements made in the school since the previous inspection, together with a cohesiveness in the drive, determination and ambition of school leadership, demonstrate clear evidence of strong capacity to continue to improve.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all 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 | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



23 March 2012

Dear Pupils

Inspection of Ilderton Primary School, London SE16 3LA

Thank you very much for welcoming us to your school. On behalf of the team, I would like to thank those of you who met with us to tell us all about the many exciting things that you do, and how proud you are of your school. I am pleased to tell you that you go to a good school. These are some of the things that stand out.

- You are very responsible, friendly and kind to each other, and you behave well. You enjoy very much the opportunities for taking part in musical events.
- You enjoy working hard and are keen to achieve great things. The guidance you get from your teachers helps you to make good progress in your lessons.
- You tell us that you feel very safe in the school and that bullying is rare, but when it does occur, it is dealt with very quickly.
- All those who lead and manage your school work hard to give you the best possible education and look after you very well.

Although yours is a good school, we have asked your headteacher, staff and members of the governing body to do the following to help you learn even better.

- Ask your teachers to make sure that you know exactly what they want you to do in lessons, and to encourage you to take more of a leading role in discussions in lessons.
- Provide you with more detailed guidance to help improve your writing.

With best wishes for the future,

Yours sincerely

John Anthony
Lead Inspector

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