

# Eglinton Primary School

Paget Rise, London, SE18 3PY

**Inspection dates** 21–22 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The large majority of pupils make good progress in all year groups and achieve well.
- Pupils learn to read well. Standards in literacy and numeracy are above average by the end of Year 6.
- Pupils in the Nursery and Reception Years are taught very well so they make excellent progress academically and personally.
- Teaching and learning are good across the school. Teachers make lessons interesting, so pupils learn well.
- Pupils enjoy school and behave well. They want to do well in their lessons and they feel safe in school.
- The school has improved significantly since its previous inspection. The headteacher expects a lot from staff and pupils, and is uncompromising in her desire to do the best for all pupils at the school.
- A strong team of leaders, managers and governors has improved teaching and raised pupils' achievement and is ambitious to improve even further.

### It is not yet an outstanding school because

- Some teachers provide work that is not hard enough for their most able pupils.
- The quality of teachers' marking varies across the school. Some is excellent, but sometimes it does not give pupils clear enough guidance on how to improve.
- Some boys in Key Stage 1 make rather slow progress in reading and writing.
- Not all of the more-able pupils in Key Stage 1 make good progress in order to reach the higher levels in reading, writing and mathematics by the end of Year 2.

## Information about this inspection

- Inspectors observed 25 lessons or part-lessons, and made a number of shorter visits to observe pupils at work and at play. Three of these lessons were jointly observed with school leaders. All classes were observed. Inspectors also attended a school assembly.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, a representative of the local authority and members of school staff, including senior and middle leaders.
- Inspectors took account of the 42 responses to the staff questionnaire that were received. They spoke to a small number of parents and carers and considered the eight responses from parents and carers to the online questionnaire (Parent View). They also looked at the results of a recent larger survey of 93 parents and carers carried out by the school.
- Inspectors looked at pupils' books and at teachers' planning. They looked at the school's data on pupils' progress, school plans for improvement, records of pupils' behaviour and attendance, and at how the school keeps its pupils safe.

## Inspection team

Mike Phipps, Lead inspector

Additional inspector

Anthony Hayes

Additional inspector

Fiona Robinson

Additional inspector

## Full report

### Information about this school

- Eglinton Primary School and Early Years Centre is larger than the average-sized primary school.
- The school has an Early Years Foundation Stage unit with Nursery and Reception classes, which was included in this inspection.
- The school has provision for children under three years of age and a children's centre, both run by governors. These are inspected separately.
- Around three quarters of the school's pupils are from minority ethnic backgrounds, which is a much higher proportion than the national average. The largest group is of Black African heritage, who make up just over one third of the school's population. Over half of all pupils do not speak English as their first language. This is much higher than national figures.
- The proportion of disabled pupils and those with special educational needs supported at school action is slightly higher than the national figure. The proportion of those supported at school action plus or with a statement of special educational needs is much higher than average. The majority of these pupils have speech and language difficulties.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding for groups of pupils, including those eligible for free school meals) is considerably higher than the national figure.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school also runs a breakfast club and an after school club both in the Early Years Foundation Stage and in the primary school.

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

- Improve the quality of teaching from good to outstanding by:
  - making sure that teachers always plan work that is hard enough for the more able pupils in their class
  - checking that teachers' marking always gives pupils clear guidance on how to improve their work.
- Make sure that the progress of all groups of pupils in Key Stage 1 is consistently good or better by:
  - providing extra help in Year 1 for any boys who fall behind in learning to read and write, so they can catch up quickly
  - helping boys in Years 1 and 2 to improve their writing by giving them more chances to communicate with one another in lessons
  - planning opportunities for more-able pupils to reach the higher levels in reading, writing and mathematics by the end of Key Stage 1.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills at below the levels expected for their age. Their skills are especially low in speaking. Children are taught exceptionally well, and any learning problems are soon put right. As a result, they make excellent progress and catch up quickly.
- Progress in Key Stage 1 is slightly less consistent. Pupils are well taught, so most continue to make good progress. Pupils' attainment is rising steadily, and is broadly in line with national figures by the end of Year 2. However, some boys do not make fast enough progress in reading and writing, and fewer pupils reach the higher levels in Year 2 than is the case nationally.
- Pupils' progress in Key Stage 2 is good. Good teaching means that pupils make better progress in English and mathematics than pupils do nationally. As a result, pupils reach standards which are above national figures in English and mathematics by the end of Key Stage 2.
- Evidence from observing lessons, from checking pupils' books and from looking at the school's own data indicates that this trend of good and improving progress is well established in all year groups.
- Reading is taught well in school. Children make a good start in learning phonics (the sounds that letters make). As they become better readers, the school makes sure that pupils regularly read books which are at the right level of difficulty. As a result, by Year 6 pupils are confident readers. They can talk with enthusiasm about their favourite books and authors.
- Writing is increasingly well taught in the school. Most pupils learn to write with accuracy and imagination, and can practise their skills in a range of subjects. As a result, the proportion of pupils who reach the expected standard in their writing is above national figures both at the end of Year 2 and at the end of Year 6, though fewer pupils reach the higher levels than is the case nationally.
- The teaching of mathematics is good. Children in the Early Years Foundation Stage gain a confident grasp of shapes and numbers. This means that a higher proportion of pupils reach the expected standard in mathematics at the end of Key Stage 1 than is the case nationally.
- Disabled pupils and those with special educational needs learn well and make good progress. Pupils who have speech and language difficulties are effectively supported and receive specialist help. This means that by the end of Key Stage 1 they have caught up, and they continue to make good progress as they move through the school.
- Pupils known to be eligible for the pupil premium are well supported by the extra funding available. As a result the gap is closing between their attainment and that of other pupils and they achieve better than similar pupils nationally.
- Pupils of Black African heritage reach standards that are considerably higher than those achieved by similar pupils nationally.
- Pupils who are learning English as an additional language get the help they need early on in school, so they too achieve more highly than similar pupils nationally.

### The quality of teaching is good

- The quality of teaching over time is good, so pupils achieve well. Teaching in the Early Years Foundation Stage is of particularly high quality.
- Teachers and pupils get on well together. Pupils find lessons interesting. In an outstanding Year 2 English lesson, for example, pupils were highly motivated by excellent teaching. This included the teacher dressing up and acting as a character from a story. As a result, pupils made outstanding progress, and did not want the lesson to end.
- In the best lessons teachers make sure that the work they set is very closely matched to the

needs of each pupil. In an outstanding Reception lesson, for example, children made excellent progress in learning numbers up to 20 because the work was very well matched to their abilities, and adults in the lesson supported each child's learning very well.

- Teachers' questions make pupils think, which they enjoy doing. In a good Year 6 English lesson, for instance, the teacher carefully directed questions at particular pupils to maintain their attention, and to extend and check their understanding. This helped pupils to make good progress in writing about a character in a story.
- Some marking of pupils' work is excellent, and gives pupils a very clear idea of how to do better. Pupils are encouraged to respond to this marking, so it helps them to get better. However, this is not done so well by all teachers, since the quality of marking varies across the school.
- Occasionally, in less successful lessons, more-able pupils are not given work which makes them think hard. This means these pupils do not always make the progress in lessons that they are capable of.
- Teachers and other adults support disabled pupils and those with special educational needs well. Adults encourage these pupils to think for themselves, and they explain tasks clearly. Specialist support for pupils with speech and language difficulties is used effectively to help pupils speak clearly and confidently. Pupils who are at the early stages of learning English are well supported, especially early on in the school. This helps these pupils to catch up, and means that they make good progress.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons. They are keen to take part and they want to do well. They concentrate well, and they can work without help from the teacher.
- There are very few interruptions to lessons caused by poor behaviour. The behaviour of pupils with known difficulties is managed well.
- Pupils like the rewards they get for working and behaving well. The school's sanctions for poor behaviour are not often needed.
- Pupils told inspectors that they are proud of their school, and that they enjoy coming to school. Pupils get on well with each other. They are polite and friendly with adults. Pupils move around school in a safe and sensible way, so it is a calm place to learn.
- Pupils say they feel safe in school. Racist incidents are very rare, and are dealt with quickly and effectively if they happen. There are few exclusions from school, and they are falling year on year.
- Parents and carers rightly feel that pupils' behaviour in school is good. They believe their children will be well looked after, and kept safe. Questionnaires show that school staff also feel that pupils' behaviour is good.
- Pupils know what bullying is, and can talk about different types of bullying such as name-calling and cyber-bullying. They say that bullying in school is rare. If it does happen, pupils know who to report it to, and they are confident that it will be dealt with well. Parents and carers agree that bullying is rare.
- Pupils' attendance is above average and rising, as a result of strong action taken by the school. The number of pupils who are often absent from school is low, and falling.

### **The leadership and management** are good

- The headteacher provides inspirational leadership. She expects a lot from staff and pupils alike. She is determined to do the best for all pupils at the school, and she has taken decisive action to achieve this.
- Leadership at all levels is good. The headteacher has built a strong senior leadership team

around her with a shared idea of how to make the school better. Other teachers with management roles are effective in improving teaching and raising standards for pupils.

- Leaders check pupils' progress and provide extra help where it is needed. They hold regular meetings with teachers to discuss pupils' progress. In this way, leaders ensure class teachers take responsibility for the progress of the pupils they teach.
  - The school's checks on the quality of teaching are well organised. The management of teachers' performance is effectively linked to their salary progression.
  - The school knows its strengths and weaknesses very well. Plans to improve the school are very clear and concentrate on the right things.
  - Relationships with parents and carers are good. They are very supportive of the school and its leaders, and they appreciate the work the school does for their children. The school works very well with parents and carers to keep pupils safe, and has strong links with organisations outside school when extra help is needed.
  - School leaders, including governors, use the school's finances well. Extra funds from the pupil premium have been spent well on support for pupils who are at an early stage of learning English, extra support for pupils' literacy, help with pupils' speech and language and a breakfast club, which gives pupils a good start in the morning. As a result, the pupils who are eligible for this funding achieve well.
  - The school's curriculum is planned well, and provides pupils with interesting lessons, visits and experiences. It helps pupils to develop their literacy and numeracy skills in a range of subjects. Pupils go to a number of clubs and activities after school, including football, cricket, basketball, drama and a choir. These opportunities increase pupils' enjoyment of school and their self-confidence.
  - The school promotes pupils' social, moral, spiritual and cultural development well. The school celebrates festivals drawn from the range of traditions represented in school. Pupils from different backgrounds get on very well together. Discrimination is not tolerated and pupils have a well-developed sense of right and wrong. This is supported by the school's 'golden rules'. In a school assembly with a strong moral message, for example, pupils were able to respond in a mature way during a moment of silent reflection.
  - The school receives a light level of support from the local authority, which rightly feels that the school already knows what to do to get better, and is able to make the improvements needed with little outside help. Inspectors agree with this view. The school's record of substantial improvement shows that the leadership's capacity to improve the school further is good.
  - **The governance of the school:**
    - Governors are keen to make the school better. They have a good knowledge of what is going on in school. They understand the school's strengths and weaknesses, its priorities for improvement and the overall quality of what it provides. They are well informed about the quality of teaching, the use of performance management and its links to teachers' salary progression. They oversee the budget well, and know how extra funds from the pupil premium are being used to support particular groups of pupils. They do a good job in challenging school leaders to improve the school. They analyse pupils' results for themselves to identify areas for improvement, and they regularly check how well the school's plans for improvement are working.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	132827
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	402559

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	503
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Smith
<b>Headteacher</b>	Margaret Carney
<b>Date of previous school inspection</b>	29–30 June 2010
<b>Telephone number</b>	020 88546917
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