

# Conway Primary School

Galloson Road, Plumstead, London, SE18 1QY

**Inspection dates** 6–7 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Children make good progress in Nursery and Reception classes because the teaching is good.
- Progress has improved across the school and is now good, particularly in Years 3 to 6. Standards have risen steadily at both Year 2 and Year 6 and are now broadly average. The overall quality of teaching, particularly of reading, has improved.
- Pupils who are disabled or who have special educational needs, those who speak English as an additional language and those from Gypsy/Roma backgrounds all make good progress.
- The school is helping pupils supported by pupil premium funding to make better progress and catch up with other pupils in the school.
- Behaviour is good. Pupils enjoy school and say that they feel safe.
- The headteacher has shown determination in setting the school on the appropriate path, ensuring that pupils receive the best possible deal.
- Governance is good. Governors are knowledgeable about the management of staff performance.

### It is not yet an outstanding school because:

- Teachers' expectations of the quality and presentation of pupils' written work are not always high enough.
- Assessment practice is inconsistent. Teachers' marking does not always identify the most important areas for improvement. Not all pupils have the opportunity to evaluate the quality of their work in writing and mathematics.
- While the curriculum has strengths in its provision for literacy and numeracy, too little time is given to subjects such as science and information and communication technology (ICT).

## Information about this inspection

- Inspectors observed 28 lessons, of which four were seen together with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and vice-chair, the school's leaders, and a representative of the local authority.
- Inspectors took account of the 12 responses to the online questionnaire (Parent View), together with another survey carried out by the school.
- Inspectors observed the school's work and looked at a range of school documentation, including records of school checks on the quality of teaching, the school improvement plan, and records relating to behaviour, attendance, safeguarding and pupils' progress. They also looked closely at pupils' written work and listened to pupils reading.

## Inspection team

George Logan, Lead inspector

Additional Inspector

Teresa Davies

Additional Inspector

David Thomas Hatchett

Additional Inspector

## Full report

### Information about this school

- Conway Primary School is larger than the average-sized primary school.
- Well over three-quarters of the pupils are from minority ethnic groups and are predominantly of Asian or Black African heritage. Around 10% of pupils are White British. There are a very small number of pupils of Gypsy/Roma heritage.
- In total, pupils speak 42 different home languages. Around two thirds of pupils do not speak English as their first language when they join the school.
- The proportion of disabled pupils and those with special educational needs supported by school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils who are eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, those in the care of a local authority and those from forces families) is well above the national average. There are, currently, no pupils from forces families on roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school experienced significant changes in its leadership structures and in staffing following the previous inspection. The current headteacher has been in post since November 2011.
- The school offers a daily breakfast club, which is managed by the governing body, and which was reviewed as part of this inspection.

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

- Improve the quality of teaching so that a higher proportion is outstanding, by:
  - ensuring that staff have consistently high expectations of the quality of recording and presentation of pupils' written work
  - ensuring more consistent assessment practice across the school, so that pupils have regular opportunities to evaluate the quality of their work and receive clearer guidance through marking as to the next steps in their learning.
- Ensure that the curriculum is more broadly based, by giving more time for science and ICT.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment was below average at the time of the last inspection. It has risen steadily in the last two years and is now broadly average in both Year 2 and Year 6. Across the school, pupils are mostly working at levels appropriate to their age.
- Achievement across the school is good, supported by a high level of small-group teaching and the use of intervention groups to boost achievement. Progress in Years 3 to 6 has been particularly rapid in the last two years, with some pupils making outstanding progress in both English and mathematics.
- Outcomes for children in the Early Years Foundation Stage have improved steadily and were a little above the national figures in 2012. This represented good progress from starting points which were well below those expected. Early Years Foundation Stage provision has improved since the previous inspection.
- Progress in reading across the school is now good. More rigorous implementation of the programme which ensures that pupils understand the links between letters and sounds (phonics) has facilitated a significant improvement in reading standards in Year 2. The monitoring of progress has improved because subject leadership is more robust.
- The achievement of disabled pupils and those who have special educational needs is good. Many, particularly those with higher level needs, do much better than is found nationally. Support is well targeted. The coordinator keeps a close check on the impact of the interventions used to ensure that provision is fully effective. The few pupils of Gypsy/Roma heritage make better progress than is typical nationally for this group. Those currently on roll are improving their understanding of English, attend frequently and make good progress.
- Pupils who do not speak English as their first language make good progress and, by the end of Year 6, are typically working at levels higher than those of similar pupils nationally. Once familiar with English, they make rapid progress, often outpacing the native speakers.
- In 2012, the attainment of pupils eligible for the pupil premium in Year 6 was the equivalent of one term below that of other pupils in both English and mathematics. The school has used the additional funding to provide individual tuition and access to counselling and support where necessary, and this is enabling these pupils to catch up. The school is monitoring the progress of these pupils closely. Current eligible pupils are making improved progress, largely in line with the majority.

### The quality of teaching is good

- The quality of teaching, satisfactory at the previous inspection, has improved significantly. Staff changes, effective coaching of staff and rigorous monitoring of pupils' progress have all contributed to improved pupils' progress. That said, while many lessons are now good, some with outstanding features, there are few consistently outstanding lessons. In a good mathematics lesson for able Year 6 pupils on multi-step problems, pupils were working enthusiastically on some challenging calculations around the area of quadrilaterals and trapeziums. The challenges provided extended pupils' thinking successfully and learning had a rapid pace.
- Good teaching in the Early Years Foundation Stage enables children to make good progress. There is a good balance between sessions of direct adult input and those where children can choose activities for themselves.
- Disabled pupils, those who have special educational needs and those at an early stage of learning English as an additional language learn at least at a similar pace to others in the school. The roles and deployment of support staff have been reviewed and restructured recently. These staff are well prepared and generally effective.
- Although there is some well-presented work, particularly in Years 5 and 6, not all teachers have

consistently high expectations of the quality and presentation of pupils' written work.

- There has been some improvement in the way teachers check and assess pupils' progress, although practice varies between classes. Not all pupils have individual targets in English and mathematics. Pupils are not always aware of the level they are working at, nor do they routinely evaluate the quality of their work, identifying areas for improvement. There are inconsistencies in the extent to which pupils are given guidance as to the next steps in their learning through teachers' marking.

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

- Pupils are well behaved in lessons. They are respectful and well-mannered and engage confidently with visitors. However, they are not always keen to volunteer their own ideas in lessons.
- The school has effective procedures to tackle the occasional instances of poor behaviour. Staff manage behaviour well. There have been no recent exclusions. Racist incidents are rare. The majority of parents and carers who expressed a view feel that behaviour is good.
- Pupils have few concerns about their safety and feel that behaviour is generally good. They are confident that most adults will respond to any concerns, and that issues will be resolved promptly. Pupils recognise that school offers a secure environment.
- Pupils understand that bullying may take different forms. Recorded instances of bullying are few. Relationships are positive and supportive.
- The school seeks to ensure that pupils are alert to the risks of life in a dynamic urban community. They have a good awareness of risks relating, for example, to substance misuse and to the internet and social networking sites.
- Although there has been a slight decline recently, attendance remains broadly average. Most pupils arrive punctually. The breakfast club provides good quality care for pupils prior to the start of the school day.

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

- The headteacher has worked tirelessly to strengthen the leadership and management of the school. A cohesive team of senior leaders, with designated responsibilities, has been established. Middle leaders, with responsibility for specific areas, such as the phonics programme and the tracking of progress in reading, are very recent appointments, so it is too early to comment on their work. Leadership of the Early Years Foundation Stage provision has improved.
- Teaching has improved rapidly as a result of rigorous and effective monitoring by senior leaders. Identified weaknesses are followed up through the robust performance management system. There is currently a reasonable match between salary levels and effectiveness of teachers, although the headteacher has identified this as an area for further improvement.
- Given that many pupils had gaps in their learning, arising from past weaknesses in the teaching, school leaders have understandably focused on improving basic skills in literacy and numeracy and the benefits of this strategy are clear. However, coverage of other subjects, including science, is less thorough. The 'creative curriculum' aims to improve access to the wider curriculum. Specialist input to art, for example, has extended pupils' experience. There are missed opportunities to enhance pupils' learning through more frequent use of ICT.
- School leaders have established an ethos where staff share a common vision. There is a culture of trust where staff accept that they are accountable for what they do. This shared vision is enabling the school to improve its provision rapidly. School self-evaluation is robust, although occasionally overgenerous.
- The school has had a 'light-touch' relationship with its local authority, based on its judgement that this is a good school.

- School leaders closely monitor the impact of pupil premium funding. This funding is contributing to good gains in learning in literacy and numeracy for identified pupils.
- Provision for pupils' social and moral development is good. There are very strong links with the community and places of worship. The school has a range of displays which celebrate pupils' appreciation of other cultures and religions. Links with parents and carers have improved considerably and are now good. The school counsellor, for example, establishes strong bonds with many families.
- **The governance of the school:**
  - Governance is good. The governing body has considerable experience and expertise. Governors undertake training and are confident about evaluating information relating to pupils' performance and the school's effectiveness. Governors evaluate the effectiveness of decisions made and assess the impact of teaching on pupils' progress, comparing outcomes to national performance data. They hold school leaders to account in relation to pupils' performance. They recognise the need to ensure equality of opportunity, to tackle discrimination and to foster good relationships. Governors have a secure knowledge of the quality of teaching across the school, drawing in part upon their first-hand evidence. They are rigorous in ensuring that pay and promotion are firmly linked to teachers' effectiveness and support the headteacher in tackling underperformance. They manage the budget well and evaluate decisions about the use of pupil premium funding to close gaps in pupils' achievement. Governors ensure, along with senior leaders, that safeguarding arrangements meet national requirements.

## 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>	132800
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	413175

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>	432
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stephen Piper
<b>Headteacher</b>	Yalini Carlsson-Ruban
<b>Date of previous school inspection</b>	17 June 2010
<b>Telephone number</b>	0208 854 0897
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