

James Wolfe Primary School and Centre for the Deaf

Randall Place, Greenwich, London SE10 9LA

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- This is a good school because pupils achieve well and make good progress, especially in mathematics and writing, where attainment and progress are above average.
- Leaders, including governors, provide strong leadership and clear direction. There is a clear, uncompromising focus on raising standards and teachers are held accountable for the progress pupils make.
- The shared vision is communicated to, and shared by, other members of the school community and, consequently, there is a consistency of approach to all aspects of school life.
- The school provides many good opportunities to promote the spiritual, moral, cultural and social education of the pupils.
- The provision for deaf pupils is good. The integration of these pupils into the school is a shining example of inclusion.
- Relationships within the school are good. Pupils feel safe and they enjoy coming to school. They are courteous and respectful and behave well. Parents and carers speak highly of the school.
- The teaching of mathematics is a particular strength of the school. This good teaching promotes enjoyment of the subject and in discussions with pupils, it was the most popular.
- Children have a good start in the Early Years Foundation Stage, where skilful teaching ensures that children make good progress.

It is not yet an outstanding school because

- Reading is not sufficiently well promoted or used within lessons to ensure that the most able pupils achieve highly. High-quality, challenging texts are not readily available.
- Teachers do not always re-shape tasks within lessons in light of the progress pupils make. Consequently, some pupils do not make as much progress as they should.

Information about this inspection

- Inspectors observed 24 lessons, of which three were jointly observed with the headteacher, and one assembly led by a member of the teaching staff. A group of pupils were heard read and pupils' books were examined.
- Meetings were held with a group of governors, with senior and middle leaders and with pupils. Inspectors spoke to a representative of the local authority to assess the nature and impact of their support.
- The inspection team looked at a range of documents, including the school's self evaluation and improvement plans, governor minutes and reports, and information on the current progress of pupils in the school, as well as their progress over the last three years. The inspectors also examined the school's policies in relation to safeguarding, behaviour and attendance and arrangements for the management of staff performance.
- The inspection team took account of the 49 responses to Parent View, Ofsted's online questionnaire, informal discussions with parents on the playground and one letter from a parent.
- The inspection team looked at the school's website.

Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- James Wolfe Primary School and Centre for the Deaf is a much larger-than-average-sized primary school and has 483 pupils on roll, including nursery children.
- Currently, there are three classes in Reception and Year One and two in each of the other year groups. There are ten children in the Centre for the Deaf. All pupils are taught in single-age classes.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils from minority ethnic groups is above that found nationally.
- The proportion of pupils with special educational needs supported at school action is below that found nationally. The numbers of pupils with special educational needs supported at school action plus or with a statement is above that found nationally.
- The numbers of pupils eligible for pupil premium, which is additional funding provided by the government to support pupils in receipt of free school meals, in local authority care or from service families, is above that found nationally. There are no children of service families in the school.
- Since the last inspection, the school has experienced significant change. The previous headteacher retired and was temporarily replaced with an executive headteacher. A new headteacher took up post in September 2013 but worked alongside the executive headteacher prior to this. The new members of staff were appointed by the now substantive headteacher. The school is expanding and, from September 2014, will occupy two sites.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by:
 - ensuring that all teachers re-shape tasks within lessons in recognition of progress made, so that all pupils make rapid progress.
- Improve achievement in reading, especially that of the more able, by:
 - raising the profile of reading and pupils' engagement with books across all curriculum subjects, through the use of a greater range of high-quality, challenging texts.

Inspection judgements

The achievement of pupils is good

- Achievement is not yet outstanding because progress in reading, especially that of the more able pupils at the end of Key Stage 2, is less strong than that found nationally. Pupils do not regularly have access to a sufficiently wide range of challenging, high-quality texts to broaden their reading and develop their skills and so enable the most able to make the progress of which they are capable.
- In the national test for spelling, grammar and punctuation, pupils scored less well than their peers nationally. However, evidence in books suggests that progress in this area is now good.
- In the most recent phonics screening check (linking letters with the sounds they make), pupils overall scored slightly below those nationally, with girls outperforming boys. Pupils re-checked in Year 2 scored higher than pupils nationally.
- Pupils enter the school at below expected levels. Good provision and imaginative teaching enable children to make good progress in the Nursery and Reception classes and enter Year 1 with the skills expected for their age.
- Achievement in Key Stage 1 is good. Pupils attain levels higher than those found nationally, significantly so at the higher Level 3 in all subjects because of the systematic teaching of skills.
- The achievement of pupils at Key Stage 2 is strong, especially in mathematics and writing, where pupils attain significantly higher than their national counterparts because the teaching of these subjects is at least good and sometimes outstanding.
- Work in books and assessment by teachers show that progress of pupils from all backgrounds since September has been at least good in all subjects and in all year groups.
- At the end of Year 6, pupils eligible for pupil premium funding achieve better than their peers nationally and are approximately six months ahead in reading and writing, and eight months ahead in mathematics. They are eight months behind their school peers in mathematics and six months in English. The most recent information shows that the gap is narrowing as a result of well-targeted support and good teaching.
- Pupils in the Centre for the Deaf make good progress and achieve well, in line with other pupils across the school, because the support is highly focused and tasks are well matched to ability.
- As a result of sharply focused support, pupils with special educational needs typically make good progress, with those at school action plus and with a statement of special educational needs outperforming their peers nationally.

The quality of teaching is good

- Teaching is not yet outstanding because some teachers do not re-shape tasks within lessons in light of the progress pupils have made. As a result, some pupils do not make rapid and sustained progress. In addition, teachers, especially in Key Stage 2, have not provided enough opportunities for the most able readers to develop their skills and achieve the higher levels of which they are capable.
- The majority of teaching is good, with some examples of outstanding teaching. This was particularly evident in Years 4 and 6 and also in the Centre for the Deaf. Teachers used skilful questioning, well-matched activities and focused support, thus enabling all pupils to make rapid progress.
- Planning, teaching and assessment in the Early Years Foundation Stage are good. Teaching is used to inform planning, ensuring that gaps in skills and knowledge are addressed and allowing children to make good progress.
- Teaching of the deaf pupils is good and sometimes outstanding, for example in a literacy lesson where an inspirational teacher enabled pupils to make exceptional progress in their writing.
- Phonics is taught systematically. Pupils are able to use their knowledge in their reading and

writing activities to make good progress and achieve highly by the end of Key Stage 1.

- Pupils' work is marked regularly. Next steps are provided and pupils are clear about how to improve their work. This is a clear improvement since the previous inspection.
- The work seen in books demonstrates that pupils have many opportunities to write across the curriculum. Books provide strong evidence of good progress because teaching is good.
- Disabled pupils and those with special educational needs make good progress because they are taught well. Pupils in receipt of pupil premium funding are well taught and make good progress. They outperform their peers nationally and are closing the gap with their counterparts in the school.
- Teaching assistants are used effectively within classrooms to support pupils.

The behaviour and safety of pupils are good

- Attendance is an improving picture. In the previous academic year, attendance was below that found nationally. However, in the current year, attendance is above the national average because the school has an uncompromising approach to unauthorised absence.
- Parents, carers and pupils confirm that behaviour is good within the school. Pupils are unfailingly courteous, holding doors open and, when thanked, responding, 'You're welcome.' Behaviour is not yet outstanding because in a few lessons where teaching is not good, pupils become disengaged.
- The school has a purposeful atmosphere, conducive to good learning. Pupils are able to work collaboratively in a mature way. They enjoy learning and want to come to school.
- The school is inclusive and celebrates diversity. There are equal opportunities for all pupils, including the deaf pupils.
- Pupils understand that there are different forms of bullying, including cyber bullying and name calling. They say, and school records support this, that bullying is not a problem at the school and that any poor behaviour is rapidly dealt with. Parents and carers are confident that any concerns are dealt with immediately.
- Pupils feel safe within the school and parents share this view.
- During the inspection, there was a fire alarm. Evacuation was rapid and orderly, with pupils moving to their designated position sensibly. All pupils and staff were accounted for and pupils were able to quickly resume lessons.

The leadership and management are good

- The dynamic leadership of the headteacher is having a positive impact on the school. Governors, parents, carers and staff speak of his vision and clear direction. The headteacher has already had a positive impact, but not all teaching yet matches that of the highest standard in the school and the most able pupils, in reading, do not always make the progress of which they are capable.
- The headteacher and other leaders check the quality of teaching thoroughly by observing lessons, examining work in books and looking at teachers' planning. Teachers are given clear guidance and appreciate the professional training available to them. Teachers understand that they are accountable for the progress pupils make and that this is linked to salary progression.
- The progress pupils make is systematically checked by the headteacher and other leaders, including governors. All teachers have ambitious targets for the progress of all pupils and groups of pupils within their classes.
- The school's middle leaders have sharply focused plans, based on the rigorous analysis of information, for improving standards in their subjects and phases.
- The curriculum is broad and balanced. The school maximises its fortunate position in having easy access to a wide range of facilities which enhance the curriculum. The provision for developing the spiritual, moral, social and cultural aspects of pupils' education is good, as

demonstrated through the high-quality displays around the school which celebrate pupils' work and illustrate the breadth of the curriculum.

- The school promotes equality and ensures equality of opportunity for disabled pupils and those with special educational needs, as well as those supported through the pupil premium, by providing well-targeted support.
- Pupil premium funding is used wisely. Senior leaders are determined that pupils who are eligible for this funding will make accelerated progress. Additional staff have been appointed to ensure that disadvantaged pupils catch up quickly.
- The new primary sport funding is used to provide a long-term legacy of good PE teaching by increasing the skills of class teachers and sports club leaders. Plans have been drawn up, with appropriate goals, to increase participation rates across the school to enable pupils to develop healthy, active lifestyles. Systems are in place to review the success of the provision and outcomes will be checked by both senior leaders and governors.
- The support for pupils in the Centre for the Deaf is a strength of the school. The leader has a clear focus and excellent subject knowledge. He is able to act as a positive role model for other members of staff and provides appropriate training and support.
- The local authority has provided effective support for the school. This has enabled the school to maintain high standards during the transition from one leader to another. The school is proactive in working with other schools to mutual advantage.
- Parents and carers are supportive of the school. They say that staff are approachable and available. They are particularly appreciative that the headteacher is at the playground gates every day.
- The school meets safeguarding requirements. Procedures are well established and are applied consistently across the school. There is a named governor responsible for reporting on safeguarding to the governing body.
- **The governance of the school:**
 - Governors are highly effective and skilled. They are very clear about the school's strengths and weaknesses and are aware of the school's performance when compared to that of all schools nationally. Financial management is good and provides clear long-term plans for school expenditure, especially beneficial during the current expansion of the school. Governors are rigorous in challenging leaders about the spending of targeted funding, for example pupil premium and sport funding. Governors have authorised the recruitment of extra staff to support additional lessons for pupils who are not making progress at the same rate as others. Governors have a clear knowledge of the quality of teaching. There is an uncompromising approach to the link between the progress pupils make and pay progression; governors are adamant that increased pay cannot be sanctioned without good performance. The governors of the school are forward thinking and actively seek out training opportunities. Governors meet safeguarding 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

Unique reference number	131246
Local authority	Greenwich
Inspection number	425558

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

Type of school	All through
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	483
Appropriate authority	The governing body
Chair	Simon Wong
Headteacher	Stephen Harris
Date of previous school inspection	5–6 March 2012
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