

Ilderton Primary School

Varcoe Road, London, SE16 3LA

Inspection dates 17–18 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school. Select

- The executive headteacher and head of school have created a culture of inclusion, commitment and success for all. The school is expert in removing any barriers to pupils' achievement and personal development. High expectations impact enormously on parents' and pupils' aspirations for the future. All appreciate the importance of education and working as hard as possible to secure success now and for the future and are extremely proud of the school.
- Collaboration at every level is at the heart of the federation's work. Leaders and staff work together, in school and across schools, to secure excellence. Professional development and training are shared to secure outstanding teaching and pupil achievement.
- The curriculum enriches pupils' learning. It provides memorable and enjoyable experiences. Pupils learn at a fast rate. They develop into mature and responsible individuals who have enormous respect and tolerance for each other and for those who may be different in any way, including those with different faiths and beliefs. The curriculum promotes their spiritual, moral, social and cultural development remarkably well. Pupils' behaviour is exemplary.
- All pupils achieve exceptionally well in reading, writing and mathematics. Disadvantaged pupils make outstanding progress, often outperforming all pupils in the school and all pupils nationally.
- Likewise, disabled pupils and those with special educational needs and the most able pupils make at least the same progress as all other pupils and often better. This is because teachers systematically build on what pupils already know and can do, and leaders methodically and regularly check pupil progress, implementing successful strategies to boost progress to make all pupils achieve their full potential.
- By the time pupils leave in Year 6, they are fully prepared for their next stage, educationally and personally. Their attainment in English and mathematics is significantly above average. Nonetheless, some pupils do not always present their handwriting well enough. The school is aware of this.
- Pupils feel safe and are kept safe. Pupils' welfare is paramount.
- Governors have been instrumental in making sure that the school improves at a fast pace. They are exceptionally supportive and challenge leaders rigorously.
- The early years provision is outstanding. Children make rapid progress in all areas of learning. Activities capture their interest and imagination. This develops a love of learning.

Information about this inspection

- Inspectors observed the quality of teaching and learning in all 15 classes. Most of these were jointly observed with senior leaders. Inspectors conducted a joint work scrutiny with the headteacher and conducted a learning walk around the school to gather further information about the school's work.
- Inspectors took account of the views of parents, including the 11 responses to the online Parent View questionnaire. They also held informal discussions with parents before school and considered the views of staff, expressed in 38 inspection questionnaires.
- Meetings were held with pupils, the Chair of the Governing Body and four governors, the executive headteacher of the Mayflower Federation, the headteacher, senior and middle leaders. In addition, a meeting was held with a representative of the local authority.
- Inspectors examined information on pupils' progress and the work of a randomly selected group of pupils, including those who are supported by additional government funding. They also looked at records of learning of children in the Nursery and Reception, and listened to several pupils read. Other school documentation which was considered included the school's own self-evaluation and development planning, the minutes of governors' meetings and information on pupils' achievement. Behaviour logs, policies and information relating to child protection and safeguarding, were also scrutinised.
- The school is part of the Mayflower Federation along with Phoenix Primary School. The Federation is led by an executive headteacher and has a single governing body. A coordinated inspection of both schools was undertaken over the same two-day period. Some meetings were held jointly with the lead inspector for the inspection of Phoenix Primary School. These included meetings with the executive headteacher and the Acting Chair of the Governing Body and the governors. An inspector from each inspection team also jointly interviewed the leader of the Early Years Foundation Stage and faculty and year leaders from both schools. There is a separate report on the findings from the inspection of Phoenix Primary School.

Inspection team

Mary Hinds, Lead inspector	Her Majesty's Inspector
Kirstie Fulthorpe	Her Majesty's Inspector
Michael Jude	Additional Inspector

Full report

Information about this school

- Ilderton is larger than the average-sized primary school.
- Most pupils are from minority ethnic backgrounds. The largest group are from a Black African heritage. Of these, two fifths speak English as an additional language. This is well above the national average. A small minority are at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs is well above the national average. A significant number of these pupils have speech, language and communication difficulties.
- Almost one in two pupils is eligible for support through pupil premium funding. This is well above the national average. The pupil premium is additional government funding given to schools for disadvantaged pupils who are eligible for free school meals or children who are looked after by the local authority.
- A larger-than-average proportion of pupils join or leave the school other than at the usual times.
- The school has full- and part-time nursery provision within the Early Years Foundation Stage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision.
- The executive headteacher of the Mayflower Federation is a national leader of education (NLE).
- Subject and other leaders work across across the two schools in the Mayflower Federation. Staff from the Mayflower Federation are currently supporting another primary school within the local authority.
- The school runs a daily breakfast club and an Early Bird club which is run by the governing body. An independent contractor provides an after-school club, which is inspected separately.

What does the school need to do to improve further?

- Make sure that staff are always excellent role models for handwriting and that all pupils form their letters correctly in their writing.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher's uncompromising ambition to make sure that every pupil achieves their full potential both academically and personally is relentlessly communicated to leaders at all levels, including governors, staff, pupils and parents.
- The executive headteacher has a clear overview of the federation's strengths and weaknesses. Both headteachers lead and manage their own school but simultaneously work collaboratively together to secure excellence across the federation.
- The headteacher, with support from the executive headteacher, has transformed the school into one which embraces change and challenge. The headteacher has delivered some hard and difficult messages, yet at the same time has cultivated a cohesive team of staff who share his high aspirations for all pupils. Staff morale is exceptionally positive. He is fully supported by two excellent deputy headteachers.
- Professional development is at the heart of all senior leaders' work in order to build capacity at both leadership and teaching levels. All outstanding practice is utilised to continually improve capacity at all levels. Middle leadership consists of faculty and year group leaders. They, together with senior leaders, are outstanding role models for colleagues. Their leadership and teaching expertise is used judiciously to coach and mentor other staff at this school and across the federation. This exceptionally strong team of leaders work seamlessly across both schools in order to drive up standards and improve the quality of teaching.
- Likewise, exemplary class teachers peer mentor their colleagues, particularly those who are new to teaching or in the early stages of their teaching career. This process of transparency through peer support and networking secures the staff's commitment to improve further. High performance is sustained at all levels.
- Leaders monitor and evaluate the school's performance rigorously. Assessments are moderated across schools to secure accuracy. Pupil progress is tracked and analysed incisively by both leaders and teachers, at individual, group and class levels. This information secures equality of opportunity and, together with the ethos of the school, counters any form of discrimination.
- Leaders and teachers use progress information: to identify potential underachievement; to implement focused intervention work; to inform leaders what they need to work on next, including raising the quality of teaching still further through tailored professional development; and to set challenging targets for improvement for the whole school and for individual teachers. Overall it is the basis for constant professional dialogue for school improvement, through termly pupil progress meetings, as well as regular, often daily, discussions about individual pupils' performance and behaviour.
- The curriculum has been reviewed in line with national requirements. It promotes pupils' learning superbly well. It is well planned to ensure that pupils are able to excel in a wide range of subjects, including English and mathematics. Lessons, extra-curricular activities, visits and visitors enrich pupils' learning experiences. They promote pupils' spiritual, moral, social and cultural development extremely well. Activities such as 'Global Arts' day, focusing on people of the world, learning about different religions and faiths in religious education (RE), results in pupils who have complete respect and tolerance for any differences. Pupils learn about democracy and the rule of law by deciding on their own class charter, electing school council members, and through visits such as those to the Houses of Parliament. Pupils are exceptionally well prepared for life in modern Britain.
- The local authority provides a light touch support for this outstanding school. They use the school's expertise to boost capacity at a nearby primary school.
- The sports premium is used well to improve the quality of teaching in physical education (PE), pupils' fitness and engagement. Staff have been trained to improve their skills and subject knowledge. Pupils' enthusiasm and fitness have improved, and there is greater participation in extra-curricular sporting activities.
- The school has an outstanding partnership with a myriad of external agencies, parents and the community which it serves. At every opportunity, parents are invited into school and to be equal partners in their child's education, through parent consultations, reading sessions and workshops.

■ The governance of the school:

- Governors provide challenge and support for the executive headteacher, heads of school and other senior staff. They have an in-depth understanding of the school's performance, including the quality of teaching through informal and formal visits to the school which are focused on the key priorities for improvement and an in-depth understanding of pupil performance through regular presentations of data from leaders, as well as shadowing pupil progress meetings. Close attention is paid to the achievement of all groups of learners, including disadvantaged pupils. Governors use this information to probe the impact of leaders' actions. They are fully involved in shaping the future of the school and

the federation overall.

- Governors fulfil their statutory responsibilities. They are fully aware of how the pupil premium is spent and that it has maximum impact for the pupils for whom it is provided. They make sure that performance management arrangements secure outstanding leadership and teaching, and reward good or better performance. They monitor the safeguarding policy and its implementation to make sure that arrangements meet statutory requirements and that all pupils are kept safe.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They appreciate how important their education is to prepare them for their next stage of education and for their future. As a result, pupils do not want to miss a single day at school. Their attendance is above average. Pupils' mature attitude to work results in complete engagement, commitment to do their best and high levels of motivation.
- The school's mantra of 'impeccable at all times' is the benchmark for every pupil's behaviour and conduct. Pupils are exceptionally polite, cooperative and respectful to each other, to staff and visitors. They are immensely proud of their school and appreciate how the school 'goes the extra mile' for them and their families.
- As a result of strong relationships and a high level of trust and respect, pupils know that their views and ideas are listened to and acted upon. There are additional forums such as the school council, which enable pupils to have further responsibilities. Peer mentors are taught to listen, negotiate and resolve disputes at break times. Pupils told inspectors that they sort out any problems that arise and to date no issues have been referred to senior staff.
- Those pupils who, for many reasons, are potentially vulnerable are provided with intense support. The school is proactive in securing tailored advice and resources from both staff and outside agencies. These pupils make rapid gains academically, as well as in their personal development.
- The school has an impressive track record of ensuring that pupils always behave well. Behavioural records show that high expectations and clear boundaries, together with appropriate rewards and sanctions, consistently applied by all staff have resulted in significant reductions in behavioural incidents which previously occurred at break time.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say there is little bullying of any kind, confirmed by school records. They know about all forms of bullying, and how to keep themselves safe from a wide range of potential dangers, including when using the internet. Personal, social, health and citizenship programmes teach pupils how to identify and manage risks. Pupils talk with a level of maturity which belies their age about the dangers of cyber bullying, or how to respond to inappropriate behaviour and language.
- Pupils are kept safe. Safeguarding procedures reflect the latest statutory guidance. Pupils' welfare and safety are given the highest priority. Procedures to make sure that all adults working with pupils are suitable to do so are adhered to at all times. All staff and governors have had all the required up-to-date training in child protection.

The quality of teaching is outstanding

- Teaching in all year groups is always typically good and often outstanding. This, together with daily interventions and booster groups, planned meticulously throughout the school day, which are taught by skilled support staff and senior leaders, contributes significantly to pupils' outstanding achievement.
- Daily morning sessions provide pupils with opportunities to practise and extend their basic literacy and mathematics skills. They simultaneously learn different subject skills in relevant and interesting contexts. For example, pupils learn about the differences between English and French markets, with opportunities to speak French as well as identifying homophones.
- Teachers plan work which is pitched at just the right level of challenge. They make sure that activities build successfully on what pupils know and can do. They tell pupils why they are learning something and how it links to what they will learn about next. This 'learning journey' makes work relevant and meaningful for pupils.
- Teachers and support staff ask probing questions to assess pupils' understanding and to extend their

thinking. The constantly check how well pupils are doing and adapt activities to keep up a fast pace of learning. Teaching also challenges the most able pupils. In one class, pupils explained how they look forward to their 'green pen challenges' provided by their teacher because they 'make them think harder'.

- A great deal of emphasis is given to developing pupils' speaking and listening skills. Pupils have many opportunities to orally rehearse what they are going to write about. Adults role-model and paraphrase speaking in standard English when pupils lapse into the local dialect. Pupils' grammar has improved and they write at length in English and across the curriculum confidently. As a result, standards in writing have risen still further. In Year 4, pupils write about sophisticated social and moral issues. In response to unfair trade, one pupil wrote: 'I strongly believe that politicians should start lobbying for laws making it illegal to sell unfairly traded products.' Pupils enjoy writing; as one pupil told inspectors: 'Writing allows you to embrace yourself and enable people to see who you are.' Nonetheless, some pupils do not form letters correctly and adults do not always write legibly.
- Pupils read regularly from a wide range of books which are appropriate to their needs, abilities and interests. They quickly develop fluency and read for meaning. Phonics (the sounds letters make) is taught rigorously to make sure that pupils develop independent reading and writing skills. Pupils enjoy reading and talk enthusiastically about their favourite authors.
- Mathematical problems are modelled well by teachers. Pupils are given many opportunities to use and apply their basic skills both in mathematics and in other subjects, including in science, for example, drawing block and line graphs to record their investigations.
- Homework is used to further develop pupils' learning. In addition to daily reading and weekly mathematics tasks, teachers set pupils home-learning challenges each term. The standards achieved are often well above average. A Year 1 pupil created a scaled model of Big Ben that incorporated a working clock.
- Marking is regular and accelerates pupil progress by offering pupils ways to improve and check their understanding. Pupils assess their own work and that of their friends. This is highly evaluative, as reflected in an assessment one pupil wrote: 'I love your use of personification, it was fluent and made sense.' Pupils are provided with time to reflect on their own learning, including each half term at the end of their topic project. Their thoughts are recorded in their folder and responded to by teachers.
- The way all the adults work together in classrooms really stands out as a key strength at Ilderton. Adults are skilled in supporting and guiding pupils' learning. Nonetheless, pupils are not reliant on adult support. Teaching assistants are confident to encourage pupils to work and to think for themselves.

The achievement of pupils

is outstanding

- Pupils' achievement has risen significantly since the previous inspection. Achievement is consistently outstanding in all year groups and in all core subjects.
- There is a rising trend in attainment at the end of Key Stage 1. In 2014, attainment in writing and mathematics was above average and average in reading. The school's information for pupils currently in Year 2 indicates that attainment at the end of Year 2 is just above in reading and writing and average in mathematics.
- From below average starting points at the beginning of Key Stage 2, in 2014, Year 6 pupils attained standards which were well above the national averages in English and mathematics. These pupils were a year ahead of the level expected nationally in reading, and half a year ahead in mathematics and writing. Work in pupils' books and the school's information confirm that these high levels of attainment have been sustained in 2015. Indeed, the school's assessments indicate that attainment in writing is now almost a year ahead of the standard expected nationally.
- All groups of learners across all key stages make rapid progress from their starting points in all three core subjects. In 2014, the proportion of pupils making and exceeding expected progress was high compared to the national figures. The phenomenal rates of progress across Key Stage 2 in 2014 have been replicated in 2015. Pupils continue to outperform national norms in all three subjects. Focused teaching to secure faster rates of progress in writing has paid off. Almost every pupil has made more than expected progress in this subject, four out of five pupils have made better than expected progress in reading, and more than one in two pupils made more than expected progress in mathematics. Overall, pupils in this school consistently make at least twice as much progress as all pupils nationally.
- The school's information shows that in 2015, the attainment gap between disadvantaged pupils and all pupils in the school closes as they move through the school. This is because their rates of progress are as rapid as those of all other pupils, and sometimes even better. The impact of quality teaching and highly focused intervention strategies secures rapid progress. In 2014, these pupils were just over half a term ahead of all pupils in the school in reading, and almost a term behind in writing and in mathematics. Their

attainment was higher than that of all pupils nationally in reading and mathematics and in line in writing in 2014. Disadvantaged pupils made as much progress as all other pupils in the school and more than all pupils nationally in all three subjects.

- Disabled pupils and those who have special educational needs make similarly outstanding progress. They learn at a rapid pace because the school has high expectations for their achievement. Staff are vigilant in identifying any pupil in danger of falling behind. Teaching and additional support are exceptionally well organised to boost their progress. Every pupil has a 'communication passport'. This strong focus on promoting pupils' communication and language skills provides the platform to develop their basic literacy skills, as well as ensuring they can learn effectively across the curriculum.
- More able pupils make the same rapid progress as all other groups. A high proportion of pupils, including disadvantaged pupils, reached the higher levels at the end of both key stages in 2014. The school's information indicates that in 2015, four in five pupils achieved the higher levels in reading and writing and one in two in mathematics. More pupils have achieved Level 6, including a proportion of disadvantaged pupils. These pupils are set demanding work which is taught by excellent teachers who have in-depth subject knowledge. This, together with additional booster sessions, extends their learning still further.
- Those pupils who speak English as an additional language make rapid progress. Their levels of English are assessed to ensure that support and interventions are targeted to develop and extend their language skills, through daily practice sessions led by support staff.

The early years provision

is outstanding

- Children in the Early Years Foundation Stage achieve exceptionally well. From starting points below those expected for their age when they enter the Nursery, children make excellent progress as they move through this key stage. The school's accurate information shows that there is no variation in the achievement of boys, girls or disadvantaged children and their peers. Children are more than prepared for Key Stage 1.
- Children quickly grow into confident and capable learners. Over three years, the proportion of children who achieve a good level of development has improved. In 2014, most children achieved this level of development, and will do so again in 2015. This represents outstanding achievement.
- The school works closely with external agencies, including a speech and language therapist who visits each week. This means specific support can be provided for children at an early stage in their education to speed up their progress.
- In Reception, children receive high quality phonics teaching. As a consequence, children are motivated and capable of reading and writing independently. For example, a group of boys successfully used their literacy skills to spell new words in books they were making about outer space.
- The contribution families make to children's learning is valued highly by the school. Home visits are made to develop a good understanding about children's strengths and interests before they join the school. This means children settle in very quickly. Partnerships with parents and carers are further strengthened through a wide offer of workshops.
- Adults continually assess children's learning. This information is used to plan exciting activities that are tailored to meet children's interests and developmental needs. It covers the full range of learning. The plans are flexible and reviewed every two days so activities can be adapted, based on the children's learning and progress. Parents and carers contribute to the detailed assessments made about the children. They are able to drop in every Friday to stay, play and contribute their views in their child's profile folders.
- Clear daily routines and organised learning spaces promote children's safety and welfare. Children are provided with high quality equipment, furniture, games and toys. The children are enjoying their new outdoor learning space; this is very stimulating and includes a wonderful outside reading area.
- The children's behaviour is exceptional. They listen, share and take turns very well indeed. When a group of children were making mud pies in the potting shed, they worked as a team to organise themselves and their equipment. They reminded each other to walk carefully to avoid spillages with the cans as they collected the water.
- Leadership in the early years provision is outstanding. It has successfully secured improvements since the previous inspection to secure high standards in all areas of learning. The leader has a wider impact on young children's learning as an assessment moderator for the local authority.

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	100795
Local authority	Southwark
Inspection number	463306

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Acting Chair	Felicia Motcho
Headteacher	Dean Brewer
Executive Headteacher	Sir Craig Tunstall
Date of previous school inspection	March 2012
Telephone number	02072373980
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