

Allen Edwards Primary School

Inspection report

Unique Reference Number	100598
Local Authority	Lambeth
Inspection number	276339
Inspection dates	22–23 May 2006
Reporting inspector	Kathryn Taylor

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Fred Marshall Mrs Pauline Turnham
Date of previous school inspection	Not previously inspected
School address	Studley Road Stockwell London SW4 6RP
Telephone number	020 7622 3985
Fax number	020 7627 5004

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. Its intake is ethnically very diverse. The largest groups are Black African, Caribbean and Portuguese pupils. Just over half are from homes where English is not the first language and a small minority are at the early stages of learning English. The proportion of pupils with special educational needs is above that found in most schools. A high proportion of pupils, almost half, is eligible for free school meals. Pupil mobility is fairly high, and many new pupils have no previous experience of schooling in this country. The school has strong links with Sure Start, volunteers from business, and Lillian Bayliss Secondary School.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Compile data in a form that makes tracking of pupils' progress throughout the school even more effective, and provide further staff training in interpreting data.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are good overall and some teaching is outstanding, as for example the specialist teaching in music, science, ICT and physical education. Teachers and support staff have high expectations of all pupils' work, behaviour and efforts. Nursery and Reception teaching is good. Staff have a very good understanding of how young children learn best. They provide a wide range of activities indoors and outside and there is a good mix of activities chosen by children and those directed by adults.

Teaching in key stages 1 and 2 ensures that pupils are very clear about what they are expected to learn, and why they need to learn it. Pupils therefore understand how they can apply new skills to their work in other subjects. Activities and teaching styles are usually well matched to pupils' academic and social needs and their cultural backgrounds. Most teaching meets the needs of pupils learning English and those with learning difficulties very well. Other strengths include the support from learning assistants and the way that teaching develops pupils' skills in speaking, listening, problem solving and scientific experimentation.

Teachers' planning in English, mathematics, science and ICT is good, as it provides different levels of work for all ability groups. The school has correctly identified that there is also a need to extend the level of challenge for higher attaining pupils in some of the other subjects. Senior staff also recognise that a small amount of the teaching is satisfactory rather than good. Where this is the case, they provide very good support to improve it. Highly effective assessment results in teachers being clear about how well pupils are progressing. Teachers use this information very well when planning future work and to identify pupils who need extra support. Marking is very good and consistent across classes and subjects. It clearly relates to the learning intentions, and informs pupils about how well they are doing, and how they might improve.

Curriculum and other activities

Grade:

The curriculum is outstanding. It is very relevant and meaningful to pupils' interests and ethnic backgrounds, and contributes strongly to their personal development and enjoyment of school. The school rightly prioritises the provision for English, mathematics science and ICT, but not to the detriment of other subjects. Very good links are made between subjects. Creative arts

have a high focus. This is because the school recognises that pupils who sometimes struggle with other work do well in subjects such as music and art. Pupils are taught about safety and healthy lifestyles. There is very good provision for those who need extra support to 'catch up' with basic skills, such as pupils who have learning difficulties and those whose first language is not English. The exciting range of after school clubs is well attended. These activities, together with visits and visitors to school, special events, and work linked to business enterprise ventures, greatly enrich the curriculum and provide opportunities for pupils to work in teams.

Care, guidance and support

Grade:

This is outstanding. The value placed on each and every child and the staff's dedication to the pupils, impacts significantly on their enjoyment, security and well-being. Induction into the Nursery, and for pupils who join at other times, is very good. Pupils receive very good support before transferring to secondary school. The procedures to support vulnerable pupils, those with learning difficulties, and those for whom English is not their first language are exemplary. Excellent liaison between school staff and outside sources of help means that pupils' needs are identified very quickly and are promptly addressed. There are very good and sensitive procedures relating to child protection and health and safety, very good risk assessments, first-aid and academic guidance. Pupils know how well they are getting on and how they can improve. The high standard of care is also clearly evident in the quality of resources, the cleanliness and maintenance of the grounds and buildings and the way that pupils' work is beautifully displayed in classrooms and around the school. All of this provides an excellent working environment, reflects pupils' and staff's pride in their school and makes visitors want to be there.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for being so helpful and making us very welcome. We really enjoyed talking to you and finding out about your school. We think Allen Edwards is an outstanding school that is always trying to make things even better.

These are the things we especially liked about Allen Edwards: * Everyone who works in the school makes sure that you are safe, happy and well looked after. * You are friendly, polite and helpful and your behaviour is good. * You show respect for adults and each other and get on really well together. * Your headteacher and senior teachers lead the school extremely well. Because the teaching is good, and staff expect you to work really hard, you make good progress. The staff provide many interesting activities that ensure you enjoy school and lessons.

Pupils and staff take great a pride in the school. The classrooms and buildings are kept very clean and tidy. The work on display and in your books show you really try hard to produce your best work. The school teaches you about being healthy and safe; however, we noticed that some children do not always choose healthy school lunches or healthy packed lunches. We know everyone wants to do even better and we have suggested a few things to help. We know that your headteacher and teachers are always discussing and planning how they can help you make even better progress, and reach even higher standards. We have suggested how they might make better use of the school's data to help them with this. We would like to wish you lots of success in your future education. Do keep up the good work!

With very best wishes

Kathy Taylor

Lead Inspector