



# James Wolfe Primary School with Centre for the Deaf

## Inspection Report

**Unique Reference Number** 131246  
**LEA** Greenwich LEA  
**Inspection number** 285353  
**Inspection dates** 21 June 2006 to 21 June 2006  
**Reporting inspector** Kay Charlton AI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Randall Place
<b>School category</b>	Community		Greenwich
<b>Age range of pupils</b>	2 to 11		London SE10 9LA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088582472
<b>Number on roll</b>	430	<b>Fax number</b>	02083052910
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Diana Greaves
<b>Date of previous inspection</b>	17 April 2006	<b>Headteacher</b>	Ms Nicky Dyer

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two Additional Inspectors. They met with the headteacher, pupils, parents, staff and the chair of governors. They observed examples of teaching and learning and also examined the work of pupils. Questionnaires were received from just over one hundred parents. These views supplemented the school's self-evaluation and contributed to the writing of this report.

## Description of the school

James Wolfe School is a larger than average primary school with a nursery. In addition, there are twenty three profoundly deaf pupils on roll who are fully integrated into the school. In order to reflect the nature of this provision more closely the school has recently changed its name from James Wolfe School with Unit for Hearing Impaired to James Wolfe School with Centre for the Deaf. There is a high percentage of pupils with statements of special educational need. Pupils come from a wide range of ethnic groups and around a fifth speak English as an additional language. A high percentage of pupils are eligible for free school meals. On entry to nursery, pupils' attainment is wide-ranging and overall below average. The school has recently gained the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Parents justifiably hold this school in high regard. They make comments such as 'This school is a very positive and joyful place. Children are happy and purposeful in their work'. The inspection confirms both the parents' and the school's view that it is a good school.

At the heart of the school's success is the vision that all pupils, whatever their background or ability, will achieve their best. Teaching and learning are good. Teachers are keen and enthusiastic. In turn, pupils try hard, and in all age groups including the Foundation Stage, they make good progress. Deaf pupils are catered for very well and make very good progress. By the time they leave virtually all pupils attain or exceed the standards expected nationally. Throughout the school, pupils show very positive attitudes to learning and a good sense of enjoyment in their work. A particular strength of the school is the way in which pupils from very diverse backgrounds and with very different needs work together showing high levels of respect for each others' differences. The curriculum is enriched very well and is carefully matched to pupils' needs, to ensure that their basic skills in literacy and numeracy are developed systematically.

Care, guidance and support are of a high quality. Staff establish very good relationships with pupils and, in a calm and purposeful climate, provide good levels of care. There are very strong links with outside agencies that make a particularly positive contribution to the provision for deaf pupils.

The headteacher provides strong leadership and along with the senior leadership team has a very accurate view of the school's strengths and weaknesses. They are actively developing the skills of the staff to ensure that the school's identified priorities concerned with challenging more able pupils at Key Stage 1 and improving boys' writing in Key Stage 2 are realised.

Governors are very proactive and they ensure all statutory requirements are met. They ask searching questions about the school's effectiveness and provide a very good level of support in its drive for improvement. The school has maintained the high standards recognised in the previous inspection. The way the school has responded to the key issues raised at that time demonstrates good capacity for further improvement. The school provides good value for money.

## Achievement and standards

### Grade: 2

All pupils, whatever their background or ability, do well at James Wolfe school. Deaf pupils receive high quality support and they achieve very well. By the end of Year 6, standards in English, mathematics and science are in line with the national average. This represents good progress from an overall below average starting point on entry to the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Behaviour is very good and pupils develop very positive attitudes to learning. They develop extremely positive relationships with others who have very different backgrounds and beliefs. They learn to adopt a healthy lifestyle and explain very knowledgeably why they are changing their eating habits and how much they enjoy school meals. Attendance is satisfactory. However, the school is implementing a wide range of strategies to achieve further improvement. Pupils are learning very effectively about how they might take responsibility as citizens in the future and they make a strong contribution to the community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Staff are very positive in their approach and as a result pupils say 'our teachers help us to learn a lot'. Teachers make effective use of a wide range of techniques and resources to make learning both meaningful and fun. Team work is a noticeable feature and class teachers and staff from the centre for the deaf work together very well to ensure all pupils are fully integrated into lessons. Throughout the school, staff use sign language effectively to support the learning of all. An increased focus on 'learning how to learn' is seen as key to future development and staff are giving more informed feedback to pupils to ensure that they are challenged at all times to meet their targets. This was exemplified very well in an outstanding English lesson seen in Year 5.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good with very good enrichment. It is well planned to meet pupils' diverse needs and provides good first-hand experiences. There is a strong emphasis on healthy living and it is greatly enriched by rewarding educational visits. The strong cultural enrichment is very well supported by the school's extended schools programme and by its links into the rich diversity of its community. The school is particularly successful in developing pupils' appreciation of music and the creative arts. Opportunities for pupils to write at length, particularly in Key Stage 2, are being successfully extended as a result of a recent review of curriculum planning. Care is being taken to ensure that, where possible, pupils have an input into the planning. This is important to increase their motivation, especially to help boys in Key Stage 2 improve their writing.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and procedures to protect them are good. The staff show a high level of respect towards each pupil. Governors and staff carry out systematic risk assessments and health and safety checks. Child protection procedures are robust and effective.

Data about the pupils' academic performance is used well to interpret trends and to identify patterns of achievement amongst groups and individuals. It is also used to help set targets for pupils. This is working well overall although more can still be done to help more able pupils reach higher levels of attainment by the end of Year 2.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. In the short time since her appointment, the new headteacher has earned the respect of pupils, parents and staff. Changes to the way responsibilities are distributed amongst staff are enabling leaders at all levels to be more active in their roles and this is proving very motivational for all. The senior leadership team make a particularly strong contribution to the school's self-evaluation which is accurate and robust. The school has identified where improvement is most needed and it is targeting resources effectively to ensure that standards continue to improve.

Governors are a real asset to the school. They monitor the school's performance and hold it to account. The governing body provides good opportunities for parents to express their views and contribute their ideas.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

Thank you for your help when we came to inspect your school on 21 June 2006.

You are very proud of your school. The inspection shows that it is a good school and you told us that you really enjoy going there each day. You say that you think that you get a chance to do a lot of things including playing musical instruments, going to lots of clubs, learning French and also sign language. You say that the staff help you to learn a lot and you make good progress. You all show high levels of respect towards each other and you work together very well.

The headteacher and the leadership team support the staff very well and are helping everyone to develop their skills so that the school can improve. You can play an important part in this by making sure that all of you try very hard to reach your targets at all times, especially those of you in Key Stage 1 who like a challenge. It is also important, particularly for the boys in Key Stage 2, to try to improve your writing. We know that the school is working hard to improve attendance and each one of you has an important part to play to ensure this happens.

Yours sincerely,

Kay Charlton

Lead Inspector