

# Bellenden Primary School

## Inspection report

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<b>Unique Reference Number</b>	100775
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	285881
<b>Inspection dates</b>	10–11 July 2007
<b>Reporting inspector</b>	Marianne Harris

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

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<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 on roll</b>	
School	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Mahmood
<b>Headteacher</b>	Mrs V Moore
<b>Date of previous school inspection</b>	9 July 2001
<b>School address</b>	Reedham Street Peckham London SE15 4PF
<b>Telephone number</b>	020 7732 7107
<b>Fax number</b>	020 7732 1351

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized school in a socially disadvantaged area of inner London. The proportion of pupils who are entitled to free school meals is much higher than the national average. About a third of pupils come from a Black Caribbean heritage and the rest come mainly from a Black African or White British background. There are a significant number of pupils who are at an early stage of learning English, many of whom are new to the country and have come from traumatic circumstances. The proportion of pupils with learning difficulties and disabilities is above the national average and a significant number of these have a statement of special educational need, for emotional as well as academic difficulties. The number of pupils who leave or join the school part-way through the primary years is much higher than usual. Some parents move out of the area when their children are in Years 4 or 5 and this means numbers in Year 6 are often small for the size of the school. The school was awarded Healthy School accreditation in 2005.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school working in challenging circumstances. Parents are overwhelmingly supportive of its work and pupils say that they love coming to school. Standards fluctuate year on year because the number of pupils in the school in Year 6 is quite small and the performance of one child affects the overall results. After a time when standards were below average, they are now broadly average at the end of Year 2 and Year 6. There has been much success in raising standards in reading, mathematics and science. Standards in writing remain below average because achievement is just satisfactory in this subject. This is because there are not enough opportunities for pupils to write in subjects other than English, as worksheets are used too often.

The headteacher and senior leaders have been most successful in making sure that every pupil makes good progress, whatever their ability or background. Much emphasis is put on pupils' personal development and well-being so that they settle into school very quickly, whenever they join, and receive the help they need in order to achieve well. Consequently, pupils' personal development is good. They have a clear understanding of how to stay healthy and safe. Relationships throughout the school are very positive and pupils behave well. The school calls successfully on many outside agencies in order to support pupils with learning and behaviour difficulties. The many strategies that the school has used to raise standards are monitored carefully and the school has evaluated its own work accurately. Parents commented on the effectiveness of the activities used to improve reading throughout the school and how much their children now enjoy books.

Provision for children in the Foundation Stage is satisfactory and has improved lately. Children in the Nursery and Reception years work together with similar activities planned for both year groups. However, it is not always clear what is expected of children in the Nursery and how this is different for children in the Reception year. They often experience the same activities with no difference in expectations, so children in the Reception year do not make as much progress as could be expected.

Teaching and learning are good. Lessons are interesting and are generally well planned with activities that are relevant to groups of pupils within each class. Marking is usually of a high quality with many comments to help pupils improve their work. The good curriculum is rich and varied with many opportunities for pupils to take part in clubs and experience trips and visits that make learning fun for them. The school takes excellent care of the pupils. Targets are set for English and mathematics and pupils know what these are. They talk about what it is they have to do to reach higher standards and are keen to tell their teacher when they think they have achieved them. The progress they make is tracked effectively so appropriate support can be put in place if they are falling behind.

Good leadership, management and governance have resulted in effective improvement since the last inspection and good capacity to improve further.

### What the school should do to improve further

- Raise standards in writing so that pupils can achieve as well in this as they do in reading.
- Ensure planning in the Foundation Stage makes a clear distinction between what children in the Nursery and what children in the Reception year will learn.

## **Achievement and standards**

### **Grade: 2**

When children join the Nursery their skills and knowledge are below those normally found. They make satisfactory progress although, by the time they enter Year 1, standards are below those expected for children of their age. There are a significant number of pupils who join the school at other times. They are often new to the country or have changed school several times and have a disrupted education. The skills and knowledge these pupils bring with them are often well below those expected, and some do not speak English at all. This mobility of pupils affects the school's overall results in national assessments and tests, so these are often below average. However, the school has a comprehensive system that tracks the progress each child is making. This data shows that all pupils make the expected progress during whatever time they spend in school. Many make more than the expected progress. Pupils who are learning English as an additional language make rapid progress because they receive good support and they often reach the nationally expected standards. Pupils with learning difficulties and disabilities, many with complex needs that include social as well as academic difficulties, make good progress overall. Current standards are average overall and pupils' achievement is good.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development, is good. Pupils greatly enjoy school and talk enthusiastically about their work and activities offered. Attendance is satisfactory and has improved because the school sees this as a priority in raising achievement. Behaviour is good. Pupils play and work happily together and respect the views and feelings of others. They know how to stay safe and that adults will listen to them if they have any concerns. One pupil commented, 'The headteacher is kind and is always there for you'. Pupils' understanding of how to live a healthy life is good. They know what foods are best for them and are very keen to take part in the school's many physical activities. The pupils share a strong sense of community. They take their responsibilities and roles, such as members of the school council and play leaders, very seriously. They are rightly proud of what they have achieved, including the amount of money they have raised for local and national charities. They are well prepared with the skills they need for later life, particularly their ability to co-operate with others and their use of information and communication technology.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Lessons are interesting and based on pupils' own experiences. The purpose of each lesson is clearly explained so pupils know what they are going to learn and marking is generally of a high quality. However, this is not consistent throughout the school. Most teachers provide many encouraging comments but also give useful ideas on how pupils can improve their work, but some do not give enough detailed comments in order to help pupils improve further. Pupils who are more able receive work that is challenging and those with complex needs receive good support so that they can fully participate in lessons. Teachers have high expectations of all pupils making good progress, but are sensitive to vulnerable pupils who may not be able to learn effectively because of other issues outside of

school. These pupils are very well cared for so that they can join in with lessons when they are ready to learn.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a rich curriculum that is further enhanced with many activities, visits and visitors. Pupils have many opportunities to broaden their experiences through visits linked to their lessons. Pupils in Year 4 went to Kentwell to learn about Tudor Britain. The trip to Paris undertaken by most pupils in Years 3 to 6 is still being talked about. There are many clubs covering music, dance and sporting activities. Pupils enjoy these and are very keen on the foreign languages they learn. Visitors into the school, such as governors with special skills and reading volunteers help pupils with their learning. This has been particularly effective in raising standards in reading and science. All subjects of the National Curriculum are covered, although the use of worksheets in some subjects means that pupils do not always have enough opportunities to record for themselves and practise their writing skills.

## **Care, guidance and support**

### **Grade: 1**

The school provides excellent care, guidance and support for the pupils. Staff really know each child and make sure that all are welcomed and nurtured. Child protection procedures are robust and the school keeps a careful watch for any pupil who could be vulnerable, responding very sensitively to their needs. Staff call on a wide variety of health professionals to make sure that the needs of all pupils can be fully met. The progress each pupil makes is tracked accurately and assessments have been checked by outside agencies to make sure that they truly reflect standards in the school. Any pupil who is not making the expected progress has support put in place so that they do not fall behind. The information from these assessments is used to set targets for each pupil in English and mathematics. Pupils know what these are and talk about what they need to do to reach higher standards. Pupils who are new to the school receive a comprehensive induction period where their needs are assessed in a friendly, supportive way. Consequently, they settle into school quickly and make good progress.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. The strong leadership of the headteacher and her deputy has meant that there are accurate evaluations of any schemes that have been used to raise standards. Senior leaders know what has been effective and where more work needs to be done. The school has successfully raised standards in reading and science, but recognises there is still work to be done in improving standards in writing and plans are already in place to tackle this. A scheme has been trialled in Year 5 with good results and the school will now put this into action in all other classes. All staff are keen to improve the school further and are working with commitment to this end. Regular monitoring of teaching and learning and pupils' progress ensures that improvements are sustained. Governors provide good support by using their own expertise to help the school improve further.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

19 July 2007

Dear Children

Inspection of Bellenden Primary School, London, SE15 4PF

Thank you very much for welcoming us into your school a few days ago and for telling us about your work. We are now writing to let you know what we found out.

Like you, we think that your school is good. Many of you told us that you loved coming to school and that you liked your teachers. You said that they were kind and caring and that you felt safe. Many of your parents told us that they think your teachers are good and that they feel welcome in school as well. All of you are looked after extremely well and there are many teachers who can help you settle into school if you are new, or help if you sometimes have trouble learning. We were especially pleased to hear about your trip to Paris and what fun you had. We also liked hearing about the Year 2 visit to Legoland. You have lots of activities that you can all join in.

You work hard in school and make good progress in your lessons. We have asked your teachers to help you even more by making sure that you can write as well as you can read. Many of you have made such improvements in your reading and we would like you to work as hard at your writing. You are well behaved, friendly and polite. You care for each other and get along very well. The children in the Nursery and Reception classes now work together. We think this is a good idea but we have asked the teachers to change the activities that children do because at the moment they are all the same. It is important that children in the Reception class have work that is a little bit more difficult than the children in the Nursery.

Thank you once again for welcoming us into your school. We really enjoyed our time with you and wish you all the best in the future.

Marianne Harris

Lead inspector