

Oliver Goldsmith Primary School

Inspection report

Unique Reference Number	100821
Local Authority	Southwark
Inspection number	307497
Inspection dates	9–10 October 2008
Reporting inspector	Ruth McFarlane

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	515
Government funded early education provision for children aged 3 to the end of the EYFS	71
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Bola Ogun
Headteacher	Mr Mark Parsons
Date of previous school inspection	8 December 2003
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Peckham Road Camberwell London SE5 8UH
Telephone number	020 7703 4894
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large multi-cultural school, which from September 2008 has specialist status for the arts, has few White British pupils. The largest groups are from Black Caribbean or Black African backgrounds. Far more pupils than average have English as an additional language (EAL). Also a far higher number than average are eligible for free school meals. More pupils than average enter and leave the school at other than the normal times, have statements of educational need and have learning difficulties and/or disabilities (LDD), mostly for moderate learning difficulties, speech and language or social, emotional and behavioural difficulties. The Early Years Foundation Stage (EYFS) has places for 160 children age 3-5. An after-school club and a 'Springboard for Children' remedial project at the school are managed by other providers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Oliver Goldsmith Primary is a good school. The headteacher's skilful and purposeful direction creates an especially supportive ethos in which pupils thrive and show real enjoyment in being at school. As a result, although unauthorised absence is too high, attendance has improved steadily since the last inspection and procedures for ensuring that it continues to rise are good. Pupils' behaviour and attitudes to learning have improved in response to successful remedial strategies and are now good.

Pupils like the way the school includes them in everything that is on offer and provides them with nurturing care, and this is why they achieve well. Most enter with skills and abilities that are well below expectations for their age, and particularly low in literacy and personal skills. They make good progress in their learning and in their personal development so that by the end of Year 6, the majority reach the expected levels in English, mathematics and science. This year, as a result of successful additional strategies, the number exceeding these levels increased in mathematics and science.

Though too early for the impact of its specialist status to be felt, the school's plans to invigorate the arts curriculum are already underway. In addition, this term, a new, skills-based curriculum is being implemented. The school is managing these innovations well. Popular clubs and activities broaden learning for the older pupils. Teaching is good overall and the several new staff are beginning to respond to effective monitoring carried out by managers. Lessons are often interesting and enjoyable with clear explanations and particularly useful questioning that pushes learning on. However, this is inconsistent and in some lessons insufficient challenge and extension to learning is provided. In these lessons, progress slows. Academic guidance has improved since the last inspection and a good system of target setting and monitoring is in place for literacy and numeracy that is beginning to have a positive impact on progress. Pupils with particular needs, including those with specific learning needs and the many pupils with EAL, all do well because their needs are sensitively met and the school has developed a strong partnership with parents, carers and others. Providing premises for after-school care and a remedial learning centre helps parents and carers as well as pupils and is a feature of the excellent cohesion the school promotes in the community.

Pupils' personal development is good. They maintain good relationships with each other and with all adults in the school. They say they feel happy, confident and safe, and there is very little bullying. They feel confident approaching staff for help. They work co-operatively together and, as a result, their independence and confidence grow quickly. They know how to stay healthy, helped by lots of opportunities to take exercise. Their cultural awareness is outstanding. The emphasis on learning to work harmoniously together prepares pupils well for their futures. They leave the school as confident learners well equipped for secondary school. One said, typically, 'Oliver Goldsmith is helping you have a better tomorrow.'

The senior leadership team supports the headteacher very ably and a group of enthusiastic middle managers is developing effective skills. Governance is good. The school knows itself well and sets accurate priorities. Taking all this into account, and the good teamwork evident, it has good capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the EYFS classes and achieve well from their individual starting points. Induction arrangements are very good and together with well established routines, help children to settle quickly and feel safe and happy in school. The close partnership with parents/carers and other organisations ensure that the needs of all children are met well. Children make good progress in their learning because teaching is good and they are presented with a balance of activities led by adults and those they choose themselves. Staff do not always make the most of the outside areas to ensure that they are used consistently well to provide learning opportunities at all times. Staff work tirelessly to make sure that children's welfare and their personal development have a high priority and as a result, in this area of learning they make the most progress and reach most of the goals expected for their age by the end of the EYFS. This is not the case in other aspects of learning, but they achieve well. The EYFS is well led and managed, having successfully dealt with a temporary period of change. The 'key person' role is at an early stage of development, though children's welfare is promoted well and all statutory requirements are met.

What the school should do to improve further

- Develop the role of the key person in the EYFS and ensure that all the outside areas are used fully to enhance children's learning and development.
- Accelerate progress by improving all teaching to meet the standard of the best by including high levels of challenge and expectation in all lessons.

Achievement and standards

Grade: 2

Pupils achieve well and make good progress overall from their individual starting points because they are supported skilfully in their personal development and learning. Pupils have responded to a range of specific strategies, such as extra science and engineering activities, which have lifted enjoyment and inspired pupils to achieve well. As a result, the number of pupils achieving the higher levels at Key Stage 2 has increased. Progress is at its best in Key Stage 2. Inspection evidence shows that current standards in English, science and mathematics in Year 6 are now broadly average. Throughout the school, a number of highly effective strategies helps vulnerable groups, those that enter the school at other than the normal times and those with particular learning needs or EAL. As a result, these groups make good progress, so that there is no significant difference in relative attainment.

Personal development and well-being

Grade: 2

Pupils develop good personal skills because the school focuses on helping them to become good future citizens. They are respectful, polite and friendly towards each other and adults in the school. They enjoy school and like showing visitors around. Behaviour is now good and attendance has improved to broadly average. More pupils are arriving on time. Despite the school's concerted efforts, unauthorised absence is still too high as too many parents/carers take extended holidays during term time. Pupils enjoy taking responsibility and feel they make a significant contribution to school decisions through their two School Councils. They make good progress in basic skills and have a very clear understanding of how to stay safe. They say

bullying is infrequent and quickly dealt with. In making healthy food choices without prompting, and taking plenty of exercise, they show they understand the benefits of leading healthy lifestyles. The spiritual, moral, social and cultural aspects of their development are good overall. Cultural awareness is outstanding. Because of this, pupils contribute very well to their harmonious multi-cultural community. A pupil commented, 'We all come from different countries but we find we have things in common.'

Quality of provision

Teaching and learning

Grade: 2

Teaching has improved since the last inspection because staff have undertaken focused professional development and managers have successfully introduced strategies that help to raise achievement. The several new staff are encouraged to develop similar skills. Good teaching and warm relationships assist pupils to develop positive attitudes to learning and make good progress. Teachers plan their lessons well, using detailed subject knowledge and paying careful attention to pupils' needs. Teaching styles, such as work organised for pairs and groups, contribute effectively to pupils' personal development. Support staff contribute well, especially in helping pupils with EAL and LDD participate fully. Marking is positive and offers good indication of how to improve work. In the best lessons, high expectations, constant challenge, exciting activities and brisk pace lead to rapid progress. However, in some lessons, tasks are rather narrow in scope and limited in variety, because expectation is too low, denying pupils the opportunity to delve further, and limiting progress.

Curriculum and other activities

Grade: 2

The stimulating curriculum reflects the diversity represented in the school and the community and, through a strong emphasis on developing literacy and social skills, responds to the needs of the very high number of pupils with EAL. As a result, pupils achieve well and enjoy school. Provision for citizenship, personal, social and health education is good. The new developments just being implemented make learning more exciting whilst pupils are acquiring the basic skills necessary to prepare them for the next stage of their education. The school's specialist status for the arts is initially focusing on improving provision for drama, using technology. It is too early for the impact of these new initiatives to be evident. Trips and visits extend learning well. Pupils appreciate the wide range of after school clubs that help them exercise or learn new skills, such as playing steel drums. These opportunities are not widely available to pupils in Years 1 and 2, who said they would like more.

Care, guidance and support

Grade: 2

Good procedures are in place to safeguard pupils' welfare and staff work closely with outside agencies to ensure that specialist support is available when needed. Pupils are appreciative of the large number of adults that ensure their safety. Efforts to improve behaviour have been successful, focused on supporting the pupils' wider needs. Thorough procedures are in place to improve attendance. Good attention is paid to ensuring that pupils settle quickly, and make a smooth transition into their new class or to their secondary school. The school is refining its already good processes to track pupil progress, aiming to provide pupils with a clearer

understanding of their targets for improvement. The system identifies the individual needs of all learners. Support is effective and is beginning to have an impact on attainment.

Leadership and management

Grade: 2

The headteacher has created a strong caring ethos. He is ably supported by senior leaders who share his vision. Together they set clear direction to improve pupils' progress whilst assisting them to prepare to take their place in society as responsible citizens. The team of phase and subject managers is developing and beginning to work together well to raise standards through providing high levels of nurturing care. Their impact is especially apparent through pupils' well-developed personal skills and through pupils' enjoyment of school and all it provides. Priorities since the last inspection have brought about steady improvement in behaviour, attendance and standards. Valuable partnerships with others, such as the remedial literacy group managed on the school premises by other providers, help pupils to make good progress. School self-evaluation is effective and has involved a good range of staff. The school improvement plan identifies the correct priorities, indicating a good capacity to improve further. Monitoring is good. Challenging whole-school targets are used well to lift achievement and move the school forward. Equal opportunities are promoted vigorously and all pupils are included fully. Governance is supportive and provides good challenge and support. Parents and carers rate the school highly and appreciate the excellent partnership the school has developed with the community.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

22 October 2008

Dear Pupils

Inspection of Oliver Goldsmith Primary School, London, SE5 8UH

Thank you very much for your warm welcome when we visited your school. We really enjoyed spending time with you and talking with you. We especially enjoyed the guided tours you gave us and how proud you are of your school. You are involved in many exciting activities and your school provides you with a good education.

You make good progress and are on the way to achieving the same standards as most pupils in the country by the time you move to secondary school. You told us you enjoy school very much and appreciate all the school provides for you. You know how to keep healthy and safe. You care for one another, get on well together and your behaviour is good. Well done!

You and your parents told us the school takes good care of you and we agree. Your headteacher, teachers and all other adults lead your school well. In particular, they make the school and everyone in it a real part of the community. They make sure that the teaching and curriculum are good. Isn't it exciting that your school is now a specialist school for the arts? That means you can expect more opportunities for drama, for instance.

We have suggested some ideas to make your learning even better. First, we have asked your school to make sure all your lessons expect you to try your hardest. We think that will help all of you to think more and challenge you to explore more possibilities. We think that will help you to do well.

You know the outside areas in the Nursery and Reception classes? We've asked the school to make sure lots of different things to do are available all of the time so the younger ones among you can choose activities there that will always help them learn. We've also asked your school to make the role of the Nursery and Reception class leaders a bit more important and understood by everyone. We think that will help the children enjoy their learning even more.

Well done for all the good things you are doing in school and for helping to make it such a friendly and fun place to learn.

Yours sincerely

Ruth McFarlane

Lead Inspector