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Mrs N Deane  
Headteacher  
James Wolfe Primary School  
Randall Place  
London  
SE10 9LA

Dear Mrs Deane

Ofsted survey inspection programme: English

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 18 January to look at work in English.

As outlined in my initial letter, as well as looking at key areas of the subject the visit had a particular focus on our current survey theme: provision for independent learning. The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements made included: interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of three lessons. The overall effectiveness of English was judged to be good.

Achievement and standards

Achievement is good. Standards are average.

- Attainment on entry to the school is below average although some pupils have high levels of attainment. All pupils, whatever their background or ability, achieve well. They make good progress and a high proportion of those who are lower attaining make very good progress, as do pupils who are deaf. By the end of Key Stage 2, standards are average.
- Standards of speaking and listening are good. Pupils speak with increasing confidence and express their views well. They listen attentively to their teachers and to each other.
- Good attention to literacy skills enables pupils to make good progress in subjects across the curriculum.

- English makes a good contribution to the personal development of pupils, for example, when pupils of different ages and with widely varying needs work together; in taking responsibility for initiatives in school, and during enrichment activities.

### Quality of teaching and learning of English

The quality of teaching and learning is good.

- Teachers have good subject knowledge and high expectations. Skills are thoroughly and systematically taught. Good planning for lessons and good support for individual pupils meets the diverse needs of learners well.
- Lessons are interesting and appropriately challenging. Effective use of a wide range of techniques and good quality resources, including technology and media texts, make learning meaningful and enjoyable. Highly competent support staff contribute significantly to learning.
- Pupils have very positive attitudes to learning, enjoy English and work hard. Encouraging and supportive marking and targets that are known well by pupils are helping them to improve their writing in particular and contribute to good progress.
- The progress of individual pupils is tracked systematically and very well. Those at risk of underachievement receive timely and effective support. Accurate moderation of writing ensures consistency in teacher assessment.

### Quality of curriculum

The quality of the curriculum is good.

- The curriculum is rich, varied and planned carefully and well to ensure progression, suitability and relevance. Good attention to resources from a range of cultures offers a broad experience of English.
- Cross curricular links with English are made very well and good opportunities for speaking and listening in particular develop and reinforce literacy. A good range of enrichment activities also enhances learning.
- Interventions are well planned, well targeted, well delivered and result in good gains in learning. The current focus on writing has improved the achievement of both higher and lower attaining pupils.

### Leadership and management of English

Leadership and management are good.

- Good leadership ensures good provision and contributes to pupils' good progress. The school has a very clear and accurate understanding of its

strengths and weaknesses, clear priorities and a good grasp of how to improve. Action to improve writing is appropriate and well targeted.

- Very good analysis and evaluation of data and systematic tracking of progress inform the setting of targets and strategies for support and intervention well.
- Good provision for professional development improves teachers' subject knowledge and that of support staff, and underpins consistently good practice.

### Provision for independent learning

Provision for independent learning is satisfactory with good features.

- Pupils gain in confidence in all aspects of the subject from sound and developing opportunities for independent learning.
- The school has a strong culture of reading for pleasure and promotes pupils' independent reading well. Pupils are helped to structure their writing and become increasingly independent. Pupils enjoy discussion, although few generate their own questions readily. Independent learning is promoted well through homework tasks and the use of technology.
- Very good relationships between pupils and staff consistently encourage independent attitudes. Good opportunities for pair work and self-reflection also promote independent learning.

### Inclusion

Provision for inclusion is good.

- The school's commitment to all pupils achieving their best is clear in outcomes and practice. It is very responsive to the needs of individuals and meets their learning and support needs well.
- Pupils from minority ethnic groups, those learning English as an additional language, and pupils with learning difficulties make equally good progress. Class teachers and staff from the centre for the deaf work together very well to ensure pupils are fully integrated into lessons and to secure very good progress.
- Provision for intervention programmes in English is very good. Well targeted and well delivered interventions close gaps in attainment.

Areas for improvement, which we discussed, included:

- continuing to raise standards in English, as identified by the school
- continuing to improve provision for independent learning.

I hope these observations are useful as you continue to develop English in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority. All feedback letters will be published on the Ofsted website at the end of each half-term and made available to the team for the next institutional inspection.

Yours sincerely

Rosemary Matthews  
Her Majesty's Inspector