

# Allen Edwards Primary School

## Inspection report

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<b>Unique Reference Number</b>	100598
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	323305
<b>Inspection dates</b>	11–12 June 2009
<b>Reporting inspector</b>	Sue Rogers

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.

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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 (total)	433
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Fred Marshall
<b>Headteacher</b>	Mrs Pauline Turnham
<b>Date of previous school inspection</b>	22 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Studley Road Stockwell London SW4 6RP
<b>Telephone number</b>	020 7622 3985
<b>Fax number</b>	020 7627 5004

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 June 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average urban school with a nursery. Over 90% of the pupils come from minority ethnic backgrounds. Nearly two thirds of the pupils have English as an additional language. Many different languages are spoken, but the largest groups speak Portuguese and Somali. The proportion of learners who have recognised learning difficulties and/or disabilities is above average. The majority of these pupils have behavioural problems or difficulties with reading and writing. Half of all pupils are eligible for free school meals. There is a greater than average proportion of families moving in and out of the area. The school holds several charter marks, such as the Activemark and the Artsmark Gold.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Allen Edwards continues to provide an outstanding education for its pupils. Learners make excellent progress in their academic work and in their personal development because of the school's delightful atmosphere and excellent relationships. Dynamic and enthusiastic school leaders form an outstanding team. The whole staff work very hard to maintain the exceptionally caring and supportive ethos and to improve the school's performance in every area.

The vast majority of parents agree that this is an outstanding school, frequently using this phrase when describing it. Another common sentiment expressed was 'My child is always eager to go to school and always wants to tell us how good her day was.' Pupils report that, in their opinion, there is nothing about the school that needs changing. Typical comments from learners were 'The teachers are lovely' and 'The school is great'. Inspectors agree with pupils' belief that the curriculum is lively, diverse and engaging, with a strong emphasis on music and art. Consequently, all groups of pupils make excellent progress. They reach average standards in English, mathematics and science at the end of Year 6, from very low starting points. The school recognises that many pupils require help to learn English when they join. It is very quick to focus on settling them in and developing their vocabulary effectively. Pupils who have learning difficulties are quickly identified and very well taught. The inclusion team go to great lengths to work in partnership with outside agencies and ensure that excellent support is put in place. The progress of all learners is carefully monitored through the use of excellent assessment information. This has improved considerably since the last inspection.

The pupils' learning experience is outstanding because teachers and support staff are dedicated and the quality of teaching is good and improving. As a result, the rate at which learners' progress has accelerated over recent years. The proportion of pupils achieving above average levels has increased, especially in mathematics and science. Progress is now good in English, despite the difficulties caused by pupils' lack of familiarity with the language. However, the school recognises that teachers' planning in English is not always detailed enough to make sure that more able pupils are fully challenged all the time.

Despite the school's best efforts, pupils' attendance is average. It would be higher if parents did not take their children out of school for holidays in term time. Other aspects of personal development are all outstanding. The pupils' spiritual, moral, social and cultural development is excellent. They feel very safe and have a very good understanding of how to keep safe. Pupils' knowledge about health and the opportunities to participate in sport are both excellent. They behave extremely well and are very keen to help each other, to take on positions of responsibility and to help improve the school. Their ability to work effectively, both independently and collaboratively, combined with good skills in the use of information and communication technology (ICT), mean that they are very well prepared for the next stages in their education.

The school's continuing outstanding record shows that it is very well placed to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The children get off to a good start in the friendly and happy environment provided for them. They begin in Nursery and Reception with skills that are well below those expected for their age. They are particularly low in language, communication and numeracy, and personal

development skills. However, children make rapid progress because they want to learn. This is a result of well-planned, carefully thought out activities that gain their interest. The specific teaching of letters and sounds from an early stage is having a positive impact on raising standards and accelerating progress. When they enter Year 1, children are still working at below average levels in all areas of their work. However, taking into account children's abilities when they begin school, this represents good progress in most areas, and excellent progress in personal development. Teachers are rightly seeking to improve planning further, to try to ensure that the quality of outdoor learning activities reflects the learning taking place indoors. The leadership and management of the Early Years Foundation Stage are good. Parents are safe in the knowledge that their children's welfare is given a very high priority and many paid tribute to the welcome they receive from staff. 'They really look after us and our children' was a comment that exemplified their feelings. They are very pleased with their involvement in their children's learning and the training they receive, for example, through the 'Reading is Fundamental' project.

### **What the school should do to improve further**

- Make sure that teachers' planning in English always details activities that effectively challenge more able pupils.
- Improve the Early Years Foundation Stage from good to outstanding.

## **Achievement and standards**

### **Grade: 1**

Pupils make outstanding progress in reading, science and mathematics. Their progress in writing is slightly slower and is good. The school recognises that pupils' previous limited experiences with English means that they find grammar and the acquisition of vocabulary difficult. They rightly plan to focus on these areas even more.

Standards are rising as pupils' progress improves. Pupils in Key Stage 1 are working at levels that are just below national averages. Currently, pupils in Key Stage 2 have achieved national averages in English, mathematics and science by the time they leave Year 6. The proportions of children working at age-related levels varies between cohorts, because of the large number of pupils with learning difficulties. However, regular staff meetings ensure that the progress of all pupils is carefully monitored. Those with behaviour problems are very well supported by additional staff, and learners who are behind with their language are included in successful early intervention programmes. As a result, they make outstanding progress.

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

### **Grade: 1**

Relationships are key in this school. Pupils enjoy their lessons and their play-time and get on exceptionally well with each other and with the adults in the school, saying, 'We're learning and having fun at the same time.' They have a well-developed moral code which underpins their excellent behaviour. The school's Activemark and Advanced Healthy School award testify to the pupils' outstanding achievements in understanding health. Pupils are proud of their attractive walk-to-school badges and older 'five and thrive' pupils enjoy encouraging others to eat salads at lunchtime.

The school and class councils are contributing successfully to the school and pupils are aware of their impact, in excellent improvements to playground equipment, for example. Pupils support

charities and described very movingly the reason why they decided to contribute to a nursing charity. The need for peer mentors has declined as the call for this type of personal support has dwindled. However, Years 5 and 6 provide playground 'friends', to reward pupils who play well and cooperatively.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils are very sure that their 'learning is fun' and always interesting. This is because their teachers make excellent use of assessment to ensure that they plan lessons that are carefully matched to their needs. However, planning is not always as strong as it could be for the more able pupils. All relationships are excellent and good management by the adults ensures that the pupils' behaviour and their attitudes to work are outstanding. This all leads to lively learning experiences that inspire the pupils to make outstanding progress. Careful analysis of progress by teachers identifies any pupils who are experiencing difficulties, for whom excellent intervention procedures are put into place. Teaching assistants are valued by both pupils and teachers for the significant contributions they make to learning. Marking and teachers' explanations are helpful in ensuring that pupils know how to improve their work.

### **Curriculum and other activities**

#### **Grade: 1**

The school's outstanding curriculum promotes lively and interesting lessons and creates secure links between subjects. These enrich learning opportunities and provide pupils with the chance to extend their skills in literacy and numeracy by using them in other subjects. This, together with the excellent provision for the creative arts and ICT, ensures rich learning experiences. The Artsmark and mini ICT mark confirm the quality of these. Pupils say how much they value the many art and music projects. Learners are particularly proud of the collaboration between the school and the London Philharmonic Orchestra, and used their ICT skills to produce an animated cartoon, 'So Mad about Harriet'. Drama features strongly in the extended curriculum where there are a wealth of opportunities for the pupils to extend their sporting and creative skills. Their learning is also enriched by well-chosen visits and many visitors representing all areas of the community.

### **Care, guidance and support**

#### **Grade: 1**

Pupils are exceptionally well cared for and this is reflected in the views of their parents. All staff play an important part in creating a secure and positive ethos in the school. The fact that some staff have learned to speak Portuguese in order to communicate better with parents and pupils is a good example of the many ways in which this school goes that extra mile. The school is also fully committed to the local partnership of five schools. This 'collaborative' helps to strengthen and broaden the experience of many learners through extended school provision such as the 'Shine Saturday School'. Pupils who are a little behind with their work are offered this extension, which includes regular trips and visits.

The school conforms to the regulations regarding the safeguarding of pupils. Their personal and emotional needs are very well provided for through the curriculum and also by visiting

experts and organisations. Pupils trust and like the staff and are very grateful to have access to sympathetic teachers and to 'Kid's Company' counselling when they have problems.

Excellent systems track pupils' progress and help to spot those who may not be doing as well as expected. This means that those with learning difficulties receive the help they need, whether it is emotional or academic. Pupils who need support in learning English are equally well provided for. Pupils know and understand their targets and are clear about what they have to do to improve. Parents are also fully consulted in order to help focus support where it can be most effective.

## **Leadership and management**

### **Grade: 1**

The headteacher has excellent vision, is a strong and vibrant presence, knows the school very well and has built a very effective team. Leaders at all levels contribute successfully to school improvement and ensure that the school offers the best possible opportunities to all its pupils. The two assistant headteachers work very well together. Subject leaders have a good understanding of their roles, monitor efficiently and have clear action plans. The governing body finds it difficult to recruit governors at times. Nevertheless, governors challenge and support the school effectively. Partnerships with others, including the local secondary school, are excellent. The school's shared extended schools manager is influential in enabling the school to audit its needs and plans successfully to try to ensure that the school's community is fully cohesive. The school involves parents very fruitfully, both as part of the community and in developing their children's learning.

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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?	1
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	1

### 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?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

25 June 2009

Dear Pupils

Inspection of Allen Edwards Primary School, London, SW4 6RP

Thank you so much for all your help when we visited your school. Special thanks to those of you who gave up some of your lunch hour to meet with us. We were very impressed by how polite and friendly you were. We were also impressed with the work of the school council. It was good to hear that you feel so safe and well cared for at school. We were very pleased to hear how much you like school and we agree with you that yours is an outstanding school.

You make excellent progress to reach national averages in your tests at the end of Year 6. This is good, as so many of you do not speak English well when you start school. You have been doing extremely well in mathematics, reading and science, thanks to the hard work of all your teachers. Your progress in writing is not quite as good as it is in these other subjects, but it is still good. Occasionally, your work in writing is a little too easy for some of you. We agree with you when you say that lessons are interesting and fun. Your personal development is excellent. You do well in learning to be safe and healthy and you all get on together very well. We think that the school works extremely hard with your parents and with others to give you all an outstanding education.

However, we don't agree that there is nothing about your school that needs improving! There are a few things that the school could do to improve even more. We have asked the school to:

- make sure that work is always challenging enough for all of you in English
- improve the Early Years Foundation Stage; it is already good, but we would like it to be outstanding, like the rest of the school.

You can play your part by coming to school every day unless you are ill. Keep on working hard!

Yours faithfully

Sue Rogers

Lead Inspector